

The Industrial- Organizational Psychologist



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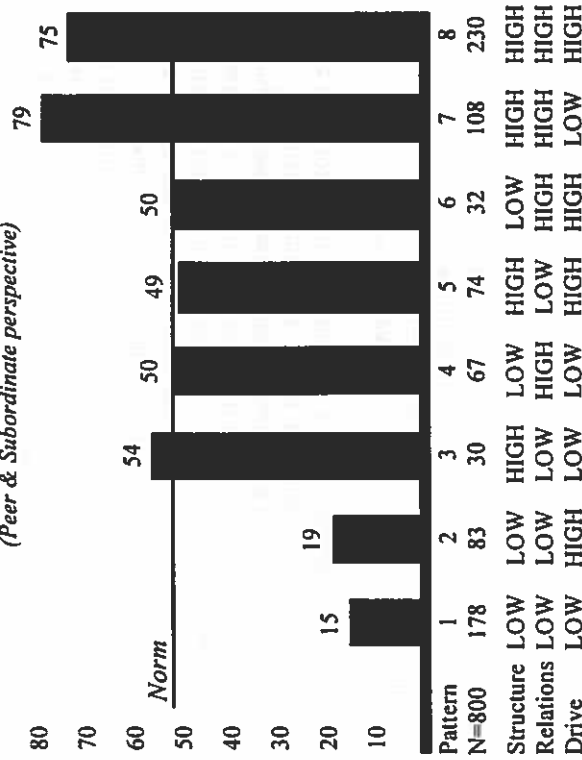
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TIP

The Industrial-
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Psychologist

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A MESSAGE FROM YOUR PRESIDENT *Angelo DeNisi*



It seems that I just finished writing one of these columns (or at least just finished reading one), and it's already time for another! I'm sorry to intrude again, but there are a few things I thought I should bring you up to date on. As I write this, I just received my "Call for Proposals" for next year's SIOP Program, but the problem with editorial lead times is that, by time you read this, the deadline for submissions will already have passed. So, I guess I should just say that I hope you plan to attend the New Orleans meeting, and I look forward to seeing you there.

You might also want to know something about a recent court case that may figure significantly in SIOP's future. *Lanning v. SEPTA* involved a series of physical ability tests which were used to select transit police officers for the South East Pennsylvania Transit Authority (SEPTA). The specific test in question was a 1.5 mile run, designed to test aerobic capacity, and the requirement was that an applicant complete this run in 12 minutes. For the years 1993-1996, the pass rate was 6.7% for women and 55.6% for men. There is a lot going on in the case, regarding the way in which this cut-off was determined, and I encourage all of you to read more about the case. The points of relevance for SIOP though, followed the original ruling in favor of SEPTA. This decision was reversed and remanded for further consideration (in a split decision) by a three-judge panel of the 3rd U.S. Circuit Court of Appeals.

In their decision, these judges (referring to the Civil Rights Act of 1991) concluded that cut-off scores should be set at the minimum level needed to perform the job. In other words, cut-off scores should NOT be set in a way to suggest that "more is better." Furthermore, these judges stated that the "Principles for the Validation and Use of Personnel Selection Procedures" (SIOP *Principles*), which guided the way in which the tests were validated, were no longer applicable because they were "... inconsistent with the mission of Griggs and the business necessity standard adopted by the Act."

Therefore, one issue involves the setting of cut-off scores and whether they should be set at the level of minimal qualifications or not. This is an issue that is important to SIOP members both in academia and in practice. The other big issue is the fact that the judges specifically cited the SIOP *Principles* as being irrelevant. Now, I've been assured by several of our members that the judges were wrong, but this is not something we want out there to serve as a precedent.

The real question is whether SIOP wants to get involved in this case. We've spoken to the APA Counsel, Jim McHugh, who pointed out that SIOP cannot file an *amicus* brief on its own, but must go through APA to do so. This means that if we did want to go on the record on this case, we need to go through APA. For right now though, the full Appeals Court is deciding whether or not to review the case, and there is nothing to do until they decide. Once *they* decide, we must decide if the issues involved are important enough to SIOP to weigh in, even if there are things about the study we don't like.

Unfortunately, the problem is further complicated by some questions about how the test was validated, and some SIOP members were involved in the original case on the side of the Department of Justice. Therefore, we have several important issues on the one hand, and some questions about how the validation was done on the other hand. If there were problems with the validation procedures, does SIOP want to get involved in this case because of the statements about our principles and/or because of the statements about setting cut-off scores? You'll be hearing more about this in the future.

Speaking of legal issues, we're also waiting for final word from APA about a SIOP Member Referral Service. This initiative came out of a strategic planning session Kevin Murphy held in Washington D.C. a while back. Elaine Pulakos followed up on the initiative and Jeff Schippmann (Chair of Professional Practices) convinced Dale Smalley and Wanda Campbell to work on actually pulling it together. They developed a prototype and were ready to begin testing, when the issue was raised about legal liability. That is, the system would work by having someone search a site for I-O psychologists who had expertise on test validation (for example). The service would list everyone in SIOP who had listed this as an area of expertise (as another part of the system), and the user would then choose to contact whomever he or she wanted. SIOP would simply serve as a clearinghouse, but we still had concerns that this would be the same as a recommendation. If the person did a lousy job for the client, could SIOP be liable? The answer seems to be "no," but there are a few more questions to be answered before we can start this service in earnest.

In another development, a member in Tennessee, who was approached by the Tennessee Psychological Association for help, has recently contacted me. Basically, the TPA wanted to know HOW a person trained as a clinical psychologist could retool to practice I-O psychology. Now, this kind of question has always been a sensitive one for SIOP. Many members want to keep clinicians out of I-O psychology, but it is true that many people claim expertise in I-O based on a course they once took, and practice whether or not they are qualified. I think we should all be opposed to that kind of activity, but here we are talking about clinicians who want to learn about I-O in order to broaden their practice. I think this is a different situation and one where we should be responsive. We should not (and CANNOT) exclude anyone from the practice of I-O psychology. We can only argue that they should not practice in areas

where they are unqualified. Here is a case where a group is asking us what we think they need to do to be qualified to practice I-O. We have a couple of people trying to come up with some models, but I'd like to hear from some others out there concerning their views on all this.

Finally, in my last letter I noted my desire to have SIOP more involved in APA. A number of years ago, one of our members and former President, Milt Hakel, was on the ballot for APA President. Although I'm sure that many SIOP members voted for him, and were encouraged to do so, he was not officially endorsed by SIOP as a candidate. I understand that everyone has the choice to vote for whom they want (and they will do so no matter what anyone says), but I wanted to try to initiate a process whereby SIOP could come to endorse candidates. That's not to say that we would do so every year, but we could at least get involved in formal support for candidates we thought would help SIOP. Well, the timing of APA elections and SIOP meetings is such that we cannot do this for the coming election. There simply is not enough time to decide HOW to decide to endorse a candidate and then do so. Nonetheless, I'd like to put in my two cents about the upcoming election.

I've met several of the candidates in APA Council Meetings, and they are all good, hard working people. If you review the list of candidates, though, you will notice that three of the five are health care providers. Within SIOP, when we talk about practitioners, we mean I-O psychologists in industry or consulting; within APA "practioners" usually mean health care providers. There is nothing wrong with this group of psychologists, except that they tend to be concerned about issues not relevant for most SIOP members (e.g., dealing with HMOs, third party insurance payments, prescription rights). Of the two academics, one actually has interests relevant to SIOP, and is now a member of SIOP. Ludy Benjamin is knowledgeable about SIOP, and has specialized in the history of psychology in business. I believe he is someone who is interested in drawing SIOP more into the mainstream of APA, and I therefore believe he would help us in dealing with the conflicts we have with APA. I will vote for Ludy Benjamin and, as a fellow SIOP member, I recommend that you do so as well. Note, however, that I make this recommendation as another SIOP member—this is not an official endorsement.

It probably won't be a surprise to learn that most APA members don't vote at all. Although we are outnumbered by health care providers, the truth of the matter is that if every SIOP member who belongs to APA (just over 2,500 of us) voted for ANY one candidate, that person would have enough votes to win the APA Presidential election. I told you who I am voting for; whatever YOU decide, please take the time to learn about the candidates and vote. It's amazing how important and critical your vote can be. Thanks, and I'll be back in a few months, which is really a long time from now, but it won't be.... Oh, forget it!

From the Editor: Things That Make You Go Hmm

Allan H. Church
W. Warner Burke Associates, Inc.

Fall is here once again and so too is the October issue of *TIP*. That's Volume 37, number 2, for anyone who might be counting. While for some readers this issue might represent just one more publication in a long-line of jam-packed read-by-the-seat-of-your-pants I-O information, for me this issue is particularly notable for two reasons: (a) It represents the halfway point in my tenure as editor, and (b) It is the very last issue to be published in 1999, and therefore my last chance to be heard (or at least read) in this millennium! So sit back and savor the last issue of your favorite SIOP publication before the known world comes to an end. That is, assuming you believe all the media hype and predictions about Y2K horrors that are waiting for us just around the bend. Actually, there's more on the subject of Y2K elsewhere in this issue (see *The Real World*). In the meantime, I'll do my best to provide you with some interesting but totally unrelated comments about something or other before moving into my mini-overview of the contents of the October *TIP*.

Lovely Rita

One of the other projects I worked on this summer, besides the normal deluge of practitionering and editing and conference attending and book proposaling and teaching and article writing (and even buying a house), was a book chapter on job satisfaction with Tim Judge. Sure, some of you might be saying to yourselves "all we need is another book chapter on job satisfaction," but this one is probably quite different. We combined theory and practice in a true scientist-practitioner approach vis-à-vis a little data collection which consisted of conducting an email survey of practitioners—a methodology by the way that is becoming more and more common these days (see for example this issue's *Informed Decisions* column, as well as several others. A hearty round of thanks again to those who responded to the survey). Anyway, the chapter is part of an interesting book being edited by Cary Cooper and Ed Locke for Oxford Press entitled *I-O Psychology: What We Know About Theory and Practice*. Because I have always been interested in the split-half reliability of our field (as well as overlaps with others fields like Organization Development and Human Resource Development, for that matter), I found this to be a very interesting project on which to work. Although I will leave an exploration of the S-P subject to others (see the *TipTopics* column for an excellent overview on the subject), and the book chapter to those interested in the book itself, I guess the point is that job satisfaction has been on my mind of late. Not so much mine, mind you, but that of our local meter-reading lady.

Let's call her Rita. Seeing her perform her duties day in and day out makes me wonder whether job satisfaction is, in fact, at all related to life satisfaction

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(i.e., happiness) in general. While this type of activity would not normally be of much interest to me beyond some typical grumblings about tax dollars at work, and so forth, it does present an interesting little case study for a job-satisfaction analysis. More specifically, while there may be some factors that might contribute to her having high levels of satisfaction in her work, I wonder if she is truly satisfied and the extent to which she is happy beyond that, and if these are even related?

If one subscribes to the spillover relationship between these variables as research and meta-analyses have indicated (e.g., Judge & Watanabe, 1994; Tait, Padgett, & Baldwin, 1989) then the answer would be yes. On the other hand she could reflect a rarer case of the segmentation relationship where the two realms are unrelated. This would be sort of like the automaton worker who is able to discretely segment work life from home life. Of course she could reflect the even rarer compensation relationship where job satisfaction is used to compensate for life dissatisfaction (or the inverse). Let's look at the details.

Her entire job, as far as I can tell, is to walk around outside all day, come rain, shine, or snow, and give people parking tickets. She has a nice working environment—in the spring and fall anyway—and she controls her own work space (several streets worth). She also has task variety. She gives four kinds of tickets: One for parking past the time on the meter (hence the standard job title), one for parking in the same spot for too long regardless of the time on the meter (she uses a white chalkstick on the tire to check for this), one for parking too far from the curb (again with the multifunction chalkstick), and one for parking in non-parking spaces. She is empowered to make decisions that affect her work—she can give a ticket, or not give a ticket depending on her mood and/or the quality of someone's excuse. She has a long history with the same organization and would appear to have lifetime employment secured as well. She's been doing this work for at least the last 9 years and as long as there are stores, delis, travel agencies, antique dealers, and nail places with meters in front of their doors, there will be a need for a Ticket Master. Moreover, the quality of her worklife balance is probably quite positive—she works the same hours everyday and gets a number of them off. No overtime ticketing here. When you add it all up, there should be at least some positive effect on job satisfaction here.

Yet, even with all these positive job attributes, and what might appear to be the ultimate need fulfillment (for someone with a personally sadistic internal tendency) from doling out \$40 fines to visitors and locals—she does not seem to be a happy person. Perhaps it is the voodoo dolls of her likeness stored under desk counters by store owners in the area, or the persistent arguments of angry motorists who feel unjustly ticketed for running in just to drop off their mail. Or perhaps it's the fact that customers and sales staff alike race to their cars to check the meter the moment they see her amble by with her chalkstick. I'm sure that people's perceptions and descriptions of her at cash registers as a truly evil person have not helped either. Whatever the reason, despite all the

seeming positives inherent in her job, it would seem (at least based on my well-honed observational skills as a psychologist and a motorist) that this is not a happy person; in general or at work.

Perhaps my perceptions are incorrect. Perhaps inside an introverted shell (something with which I am familiar) lives a contented person performing her civic duties with aplomb. Or perhaps at home she is a effervescent bundle of joy. In the absence of a formal coaching setting with a personality measure and some multisource feedback, however, I will truly never know. (Though I certainly would not ask her customers to assess her behavior in this case given the potential for serious ratings bias).

The point is that seeing Rita sometimes makes me wonder about the impact of I-O in general. Can't we do something here? I guess it also makes me wonder how far psychology as a whole has truly come in our collective understanding of human behavior and whether we will ever really understand it all including a concept as seemingly simple as job satisfaction (life satisfaction is probably way beyond us). In short, it's one of the reasons I was drawn to the field in the first place, but I'm not sure how far we've really come. Anyway, give it some thought the next time you see your own version of Rita somewhere, even if happens to be yourself.

The Postman Always Rings Twice

I don't know about anyone else but I really think that the latest trend in direct mail marketing has simply gone too far. I'm tired and I'm not going to take it anymore. Several weeks ago I received what appeared to be a personally addressed envelope to my attention. They actually had my name spelled correctly. (I realize that it's not that hard to spell, but you'd be surprised how butchered even a simple name can be. For example, just yesterday I received a mailing addressed to "Man Church" from a bank offering me a new credit card. You'd think where money was involved they'd at least get the name right). Inside the first-class envelope was a page apparently torn from a magazine, with a hand-written yellow Post-It pad note on the corner saying in blue ink (and not the greatest penpersonship mind you):

Allan,

Try this.

It works!

J.

Since I do actually know a number of colleagues with the first initial J (was the selection of this letter determined through some form of market research regarding the impact of various capital letters on the recipient's acceptance of the message?), and I do tend to receive bizarre and unsolicited mailings at times (for *TIP* and other publications I work on, not to mention the occasional irate employee that's been asked to complete a survey and chooses to send a Dilbert strip back instead), I examined the page underneath further. At first

glance, the printed "article" looked quite legitimate. It actually had a torn edge, red printed borders on the top and bottom, a page number on both sides (17-18) and black and white news photo of people clapping with a byline and a footer that identified the title of publication as *Executive Focus*, July, 1999. The title of the two-page mini-article was "Applause, applause. Anyone can win over a tough audience, says hailed speechwriter. Just ask Lee Iaccocca." Of course at the end of the article on the second side was a coupon for a specific publication (which costs \$300, by the way) and makes it clear that this is in fact a promotion rather than something legitimate. Nonetheless, I was somewhat unnerved that marketing firms would go such lengths of personalization and reliance on my implicit understanding of "professional courtesy" with respect to something a colleague might send me to attempt to catch my interest. After all, why target me for this thing?

Well, 2 minutes later I realized that I had been rather loosely targeted after all. Yes indeed, further down in the mail pile for that same day was another letter no doubt derived from another mailing list on which a slightly different version of my name resides (I could tell it was a different list because the degree letters were listed on this one). Although very similar in overall approach, this piece had different handwriting and a slightly different note:

Allan,
Try this.
It's really good!

J.

Different note; same author J. The teaser title of this article was even better than the first, though: "Sharpen your leadership skills, or kiss your career goodbye!" with a subheader italicized for emphasis "it's no longer an option." Once again, *Executive Focus* (pp. 31-32) was the publication source. This marketing piece, which was actually advertising another type of publication for only \$99 a month, even had a mini-survey imbedded in the piece regarding the four key characteristics of a leader. Not surprisingly, however, no matter how you scored on their mini-assessment, the claim was that their publication "can help keep you on the fast track to success."

Ok. I may be in favor of sending out surveys to collect data, and I do understand the need to market aggressively and stand above the competition, but this is just a bit too much. This approach really preyed on my professional interests. Rather than my finding these intriguing and being interested in finding out more as some marketing specialist no doubt anticipated, they instead left me more irritated than the usual slew of junk professional (or is it professional junk?) mailings. Even if they are typically torn in half even before being opened most of the time at least these advertisers are honest about the fact that it is a pitch (and therefore should be pitched).

Anyway, if this is my reaction, I really wonder what others think of these types of plays. What would "Man Church" think? Moreover, I wonder what

would be the impact of a message like this on non-I-O or OD savvy types? Would some people actually believe that this is coming from someone they know? The answer is probably yes. Further, do some people base their entire perceptions of the value of our field on these types of solicitations (i.e., it's all garbage and hype)? The answer is also probably yes. Finally, it also makes me wonder which organizations sold my name for these mailings?

Any comments from other recipients of such exciting junk? I'd like to hear from you out there on this. Maybe someday I'll do a study that investigates the impact of this type of mailing on people's cynicism regarding the field in general. With banners like "change your life," "become a superstar," and "transform your management style" it can make an I-O professional nervous.

You've Got Mail

Of course the plethora of direct marketing via the postal service is nothing in comparison to the exciting and often embarrassing world of internet solicitations. Every morning, for example, my email account is replete with a deluge of enticing emails with headers that range from the seemingly real "Question," "This is the information you requested" and even "Urgent: Report needed" all of which could easily be real subject lines, to the far more disturbing and often hilariously bluntly worded solicitations for various people and places to have "a good time." Decorum prevents me from giving examples of the latter. Granted, there may be something to the notion that these types of emails follow from those places you have visited on the Net (ahem), but the fact that my other accounts with which I have never surfed the Net also receive plentiful numbers of these same "spam" email messages makes me think that it's not just me they're after.

Apparently software companies agree. Believe it or not the problem is so common that *PC Magazine* was actually able to print a review (Randall, 1999) this summer of 11 "spam filter programs" specifically designed to lock these types of messages out before they hit your email inbox. With names like *Interceptor*, *Spam Buster*, *Spam Killer*, *Spam Eater*, *Spanicide*, and *SpannerSlammer* Pro you'd got to admit that that friendly and familiar phrase "you've got mail" has taken on a whole new meaning. All of this activity really makes me wonder—is the Net a good thing or a bad thing, and when is an abundance of information too much? (As an aside, I also wonder whether the Spam meat product that some of us actually consumed as kids has benefited from all this as well. Please drop me an email if you have any information on this).

Yes, people use email every day for all kinds of correspondence and document transfers with students, clients, family, friends, and so on, not to mention research on various topics. Yes, the Net makes communicating with people elsewhere in the world (and even as far away as the SIOP Administrative Office in Ohio) far easier at times than trying to connect via the phone. Yes, about 95% of all TTP material comes in to me via email attachments making the publication process far easier than in prior years. In fact, some members read the contents on the Net long

before the hard copy is even mailed. And yes, I do use the Net for mail order.

Nonetheless, there are some pretty scary things out there. Did you know, for example, that you can actually locate someone's complete address and phone number in any state in U.S. through one of several different search engines? What's more, did you know that you can actually get door-to-door driving directions from your location to theirs in a flash with zoomable maps, distances, turn by turn detail, and estimated time of travel between points A and point B down to the minute? You can also find out how much every house on a given block actually sold for—something professional criminals are sure to enjoy. And, if you are really skilled, you can watch where other people go on the Net. You can order airline tickets, stock trades, wine, prescription drugs, and other nice tidbits that someone might be interested in. In short, the internet boom has made internet security an important issue as well (Roberts-Witt, 1999).

These concerns are not limited to e-commerce and personal information only, however. How would you feel, for example, about the possibility of finding a copy of some article you've written in someone else's directory via a search engine with no attributions to source? Or how about a condensed version of your article lifted from some reputable source (like JAP) and pseudo-reprinted (without contacting you or giving you any credit) in an online magazine? Both have happened to me. Hey, if your stuff is out there on a webpage somewhere or in electronic form on the Net, chances are that someone somewhere has an edited copy of it on their own machine and they are using it for their own ends. On the bright side, this could make research replications easier if someone else has the entire text available to them—all they have to do is change the samples and the values in the results section. I'll bet the Net also makes getting term papers from other places easier as well. Not that I didn't rely on *Cliff's Notes* to help out every once and a while myself.

And of course dare I neglect to mention the prevalence of other unsavory sites that are definitely NC17 or better? Hey, some of these sites are so intense that I wouldn't want my parents to see them, let alone any kids I might have one day! I don't know, maybe too much information can be a bad thing.

No wonder they call it the web. It seems to me there must be a *really* big spider out there somewhere (perhaps with a dot-gov extension) that's just waiting to be allowed to sting. I can't honestly see the Net staying unregulated for that much longer. I predict that within 10 years, the internet as we know it will have changed entirely. But until then, it probably pays to be careful where you go, what you buy, and who you email on the Net.

Give the People What They Want

Moving right along, it's time to discuss what's really important—the contents of this issue of *TIP*. As always, there are a number of interesting articles to bend your mind and stimulate your thoughts. Here's the lowdown on what's covered this issue.

Featured Articles

SIOP President **Angelo DeNisi** kicks off this issue's features with an update on some of the important issues facing SIOP and the field of I-O in general. In particular, he discusses the implications of the recent *Lanning v. SEPTA* court case. Trust me when I tell you that there is more to come on this issue. See the news and reports section for details. He also raises the specter of SIOP clinicians. I am really curious to hear people's reactions to some of these topics.

Remember that SIOP member survey we all received, many completed, and some even returned a few months back? Well, **Jeff Schneider** and **Kristin Smith** provide an overview of the highlights of this project which was sponsored by the Executive Committee in an effort to provide some input into the society's long-range planning efforts. Although many of the "hot topics" identified reflect more traditional I-O content areas, I was pleased to see organization development and change as an interest area rated so highly among respondents. There are a number of other interesting surprises in these results as well.

Next we have a thoughtful piece by **Craig Lundberg** on the nature and process of finding research agendas. As **Craig** notes, there is little advice in the literature on how one actually goes about identifying an area, problem, or topic on which to concentrate. He then goes on to explore several methods of stepping back and doing just that via the work of **Karl Weick**. What I want to know is why didn't anyone tell me this before?

It seems to me that someone ought to be focusing on the evolution of the field itself these days. A case in point: **Bill Verdi's** short piece raises the question of the presence of yet another group—MBAs—in the realm of I-O psychology. Who ever said clinicians were the only *other* set of practitioners that SIOP members had to worry about?

Our final feature for this issue is from **Nasha London-Vargas**. She focuses on some of the issues involved when working with employees and building teams in the new organizational reality.

Editorial Departments

Here, we have more of what you have come to know and appreciate from our *TIP* columnists.

Starting off once again is **Mike Harris** with *Practice Network*. This time Mike explores the ways and means by which I-O professionals practice lifelong learning. Naturally, *TIP* was universally mentioned as the single most important source of cutting edge information regarding theory and practice in I-O.... Ok, so people said yeah, they read it when asked—that's close enough for me!

This issue's edition of the student column, *Tip-Topics* by **Kim Hoffman** and **Suzanne Vu**, takes us on a detailed discussion of a topic that hits close to home, for me anyway—the scientist-practitioner balance in I-O. With contri-

butions from **Wally Borman**, **Mike Campion**, **Ann Howard**, **Ed Levine**, **Robert** and **Joyce Hogan**, and yours truly, I think this article might open the door to some interesting discussions on an important topic for the future of our field.

Next, **Janine Wacławski** asks why about Y2K in this installment of *The Real World* column. After tackling our obsessions with killer asteroids, time capsules, and gourmet mail order survival food, she gets a little help from **Wayne J. Camara** and **Kim Hoffmaster** in bringing this whole Y2K thing back down to earth.

Dirk Steiner's International Forum for this issue presents a report from **Ma. Regina Hechanova-Alampay** and **Elena L. Samonte** on I-O psychology in the Philippines. As these authors point out, despite an uphill battle, I-O psychology is making some significant headway as a productive and vital area of research and practice in the Philippines and the demand for I-O training and enrollment in I-O graduate programs has increased steadily.

Keeping in the vein of understanding the link between science in practice, **James Conway**, **Michael Piotrowski**, and **Steven Rogelberg** ask and attempt to answer the question, "What are we doing about selection systems in practice?" in this issue's *Informed Decisions* column. Interestingly enough, they used email as their survey methodology. Ok, so maybe the Net isn't so bad after all. What I'm curious about, however, is how they content-coded some of the more racy responses they must have received.

Next, **Charmine Härtel's Global Vision** column focuses on the topic of work psychology and its influences on occupational health and safety management. Her contributor, **Phil Bohle** from the School of Industrial Relations and Organisational Behaviour at the University of New South Wales in Sydney, provides an interesting overview and historical analysis of the development of this area of theory and research.

Our final column for this issue is really more of a conceptual overview and enhanced teaser for the new *Early Careers* column by **Dawn Riddle** and **Lori Foster** that will start in 2000. The column will be targeted at academics and practitioners who have recently entered their initial positions (although many of the tips will no doubt be interesting to people at all levels in their professional careers) and will feature, among other things, in-depth interviews of your favorite SIOP personalities.

News and Reports

Denise Bane starts off this issue's news and reports section with the her new column *Building Bridges*. The column, a new forum for the SIOP Committee on Ethnic Minority Affairs (CEMA), will serve as a useful tool for anyone interested in improving networking skills in general.

This year's newest SIOP Fellows are then announced and receive the official recognition they deserve. Congratulations to all!

Next, **Peter Bachiochi** and **Debra Major** provide an overview of their efforts as part of SIOP's Education and Training Committee (E&T) to develop

a means by which I-O could receive greater attention and focus in college and perhaps even high school settings. Hey, maybe if we can change people's perceptions about I-O at the source....

There are a number of other interesting items and calls here as well, such as **Karen Paul's** overview of the SIOP 2000 workshops; a reminder regarding the 15th Annual I-O Doctoral Student Consortium from **Michelle Marks**; a photo of the winners of the 1999 SIOPen Golf outing held this year in Atlanta; a request for Fellowship nominations from **Bill Macey**; and a call for APA 2000 program proposals from **Janis Cannon-Bowers**.

In another interesting turn of events, what follows are five different and very important slants on a series of recent official documents and legal decisions, all of which could significantly affect the practice of I-O. First, **Wayne Camara** provides us with the details on the OCR Draft guide on Disparate Impact in educational testing. Next, **Heather Roberts Fox** tackles the latest from the EEOC on reasonable accommodation and undue hardship. Then the implications of two recent court cases are discussed by **Maureen Toner** and **David Arnold** and **Emily Demonte** and **David Toner**, and last but not least, **Jim Sharf** explores in greater detail the *Lanning v. SEPTA* case that Angelo mentioned in his opening comments.

As always, this issue also features **David Pollack's** informative list of upcoming conference dates and locations for next year, along with the usual IOTAS, announcements and job postings. There are also some interesting and entertaining Missives to enjoy as well.

Well, I guess that brings this edition of my column to a close. As always, I look forward to hearing from you about this issue of *TIP*, the field of I-O in general, or any ideas or comments you might want to share. Please send your musings to Allanhc@aol.com (note the email change—I finally dropped the 96 in my account ID, but that's another story). And, for those of you who actually managed to read my comments all the way through to the end, what more can I say but thanks.

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Performance Management Press, LP Erich P. Prien, Ph.D.

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TIP MISSIVES

Crazy 'Bout a Sharp Dressed Man

Dear Allan,

Hope things are going well, *TIP* looks great! BTW (by the way), I'm preparing something of a rejoinder to one of the articles published in the April issue on state-of-the-art training evaluation. There were a number of points that I think were simply misleading, and I'm hoping to address these in a short, easy-to-read article.

As an aside, I know that my SIOP dress code piece from the July 1998 issue of *TIP* was the topic of discussion in *at least* two sessions at last year's SIOP Conference, not to mention the subject of frequent reprint requests. Just for the record and for anyone else who asks about that article of mine: **IT WAS A JOKE!**

Sincerely,

Kurt Kraiger

University of Colorado at Denver
kkraiger@castle.cudenver.edu

Beware the Jargonator

Dear Janine,

I just had to write you to let you know that I really enjoyed your April "jargonical" article. Also, have you seen the Dilbert Desktop Games software? This software has a module called the "jargonator" which turns normal phrases into businesspeak. Once again, I really enjoyed the article.

Dan Svyantek

University of Akron
svyante@uakron.edu

Bone of Contention

Dear Allan:

I thought it interesting that an ad in a recent issue of the *Wall Street Journal* from Toyota, for Lexus, contained the following statement: "We have a staff of industrial psychologists to deal with employees who become the least bit content."

I can't decide whether this ad is a positive indication of our growing visibility to the business community or a negative indication that we are perceived to be management's tool for manipulating workers. At the very least, I would be curious to find out whether in fact Toyota employs any I-O psychologists! If

The Industrial-Organizational Psychologist

there are I-O psychologists that work for Toyota, I would love to know how they are regarded in the company. Anybody have some information?

Curious,

Michael M. Harris

School of Business Administration

University of Missouri—St. Louis

mhharris@ums1.edu

Heard it From a Friend Who Heard it From a Friend

Dear Allan,

I thought you might appreciate the following response I received to my article in the last issue of *TIP* (July 1999) "Reflections of a Retired Business School Professor."

Robert Perloff

Katz Graduate School of Business, University of Pittsburgh

RPERLOFF@katz.pitt.edu

Dear Bob,

I thought what you told Barb, Rick, and Angie was spot-on.

My very best to you.

Sincerely,

Chris Argyris, Monitor Company

All Systems Go

Dear Karen,

I enjoyed your article in the July 1999 issue of *TIP* on the role of I-O in organizational change. I want you to know that I, too, with my rather "strange" professional development—at the extreme "O" end of I-O psychology—have long puzzled over how to help many in the I-O field transition into "OD" style systems—thinking about the many professional opportunities we all share.

Since Allan Church, our *TIP* editor, asked for feedback on "this issue of *TIP*, the field of I-O in general, or any ideas or comments," I hope you don't mind that I am copying him on this, as well. ("CCC" used to stand for "carbon copy," I believe—possibly now we can think of it as "Courtesy copy.")

I am a traditionally educated I-O psychologist who had the good fortune to travel a professional path taking me deeply into Organizational Change: (a) I did my final year of doctoral studies under Fred Herzberg at Case Western Reserve University, while he was fully focused on work redesign, then later on, largely under the influence of Taylor and others who had conceptualized what we all were doing within a "socio-technical" change model. (b) I also spent a couple of years of postdoctoral study doing small and large "group process"-type OD work

at an unusual spin-off of NTL to the Midwest, that eventually got rooted at George Williams College's program for training YMCA group leaders (and later migrated to Aurora University, under an NTL Faculty Member, when GWC closed its doors).

In any case, NTL models are not particularly helpful in taking an organization-wide perspective such as you prescribe. I have found, however, that Peter Senge and the MIT group provide a more useful perspective and set of tools, as they talk about "organizational learning" and "the learning organization" and what it takes to become one (*The Dance of Change* is their most recent work). There is a lot of jargon there, but useful stuff, too.

From my perspective, I would say your third paragraph (p. 111) captures the essence of the dilemma—that is, how to get many, or most, I-O psychologists to see what they do through the lens of systems thinking? For many I-O folks Senge would probably be helpful reading. However reading is not enough. The graduate curriculum needs to add an "OD" or "Systems Thinking" or call-it-whatever course that imparts a rudimentary organization-wide perspective, just as you describe. That same course, in concentrated form, should also be run at the annual SIOP conference in some renewable format, at least in my view.

OD is, as you know, a multidisciplinary field. I think I-O psychologists, with their training in measurement and research and their expertise in selection and survey processes, have much to offer it. The cognitive gap that holds many of us back is exactly what your column said it was—systems thinking. Of course there is also a set of OD processes, interventions and coaching skills that could be usefully acquired which does not automatically come in the coursework of the more or less typical program of graduate training either. SIOP Workshops are, as I see it, beginning to address both gaps.

For those who might be interested in learning more about the systems approach, I have a brief case study write-up available which illustrates the use of some very basic OD tools and interventions. The case describes what we have done here in the last few years to apply systems thinking to sociotechnical change, and produce a remarkable business turnaround in John Rockefeller's original refinery, which is still going strong, on piped-in crude. Anyone who wants the article e-mailed can request it from me (e-mail requests only please) at sheppsr@bp.com.

Thanks for listening, Karen. I've been struggling with this issue for a long time, since the path I have traveled, professionally, has alienated me from at least some of the traditional "I" types in I-O psychology. I would like to find a way to bridge the gap if I could. I would welcome any thoughts on the above ramblings. Cheers (as we used to say at the former British Petroleum set of businesses).

Respectfully,

Ron Shepps

Organizational Development Consultant

BP Lima Integrated Complex

SheppsRR@BP.COM

SIOP 1999 Member Survey Results

Jeff Schneider¹
Kristin Smith
Tulane University

An exciting new direction was taken with this year's SIOP member survey. The 1999 survey had a broader purpose and was sent to many more members than prior surveys that were more focused on sampling pre-conference workshop participants for the Continuing Education Workshop Committee. Sponsored by the Executive Committee, the 1999 survey was distributed to all Fellows, Members, and Associates. In addition to examining members' interests in specific content areas, the questionnaire sought their views on the Executive Committee's role and on key questions facing SIOP. The intent was that the results could provide guidance to SIOP's leadership in roles such as policy making, working on committees, organizing conferences, and creating publications, and so forth. In the same way, we encourage SIOP members to consider the results as they think about the direction of their own research and practice.

Questionnaire and Distribution

The questionnaire for the 1999 survey included: (a) 8 open-ended questions seeking members' views on important issues, and (b) 40 items asking members to rate their interest in various I-O content areas.

In addition, members were asked to report on their work experience, work setting, and level of activity in SIOP. The Executive Committee played a role in generating the items and endorsed the strategy and questionnaire prior to its distribution.

The 8 open-ended questions were generated by Executive Committee members and appear in Table 1.

Table 1. Open-Ended Survey Items

1. What emerging trend will have the greatest impact on the field of I-O psychology over the next several years?
2. What critical issue or special project would you like to see the SIOP Executive Committee address, take a stand on or implement?
3. Would you support the idea of renaming SIOP to improve the intuitive meaning/brand identity/business visibility of our professional society?
4. What underrepresented content areas, topics, types of sessions, or special events would you suggest for inclusion in the Annual SIOP Conference program?
5. Have you attended the Annual SIOP Conference in the past 2 years?
6. What critical topics, emerging practices, or underrepresented content areas would you like to see included as Pre-Conference Workshops?
7. Have you attended SIOP Pre-Conference Workshops in the past 2 years?
8. Would you be interested in attending NON-Conference Workshops sponsored by SIOP?

¹ Please direct all questions regarding the results of this survey to Jeff Schneider at jjsch@tulane.edu

The 40 specific content items were roughly the same as those used in prior surveys (see Schippmann, Higgs, & Mathews, 1995; and Schippmann, McLellan, & Hartman, 1996). The previously used items were reviewed by a sample of academics and practitioners and by Executive Committee members for their quality and relevance to today.

A few changes were made to the items for both psychometric and relevance reasons. For example, the survey previously had an item, "leadership" that we saw as so general that it was likely to get high responses from people with quite varied interests. As such, we split the item into "leadership models and theories" and "leadership development in practice." Examples of new items added toward the goal of relevance included "360/Multirater applications" and "executive coaching." The final list of items appears in Table 2. Specific changes made to the items appear in the table notes.

Table 2. Survey Items and Response Trends

	1999 Mean	1999 SD	1996 Mean	1995 Mean
Selection/testing tools and approaches	3.80	1.31	3.97	3.95
Technology and I-O (e.g., Internet, ERP, video-based applications)	3.77 ¹	1.22	3.67	3.72
Organizational development and change	3.64 ²	1.26	NA	NA
Job performance/the criterion	3.59	1.26	3.65	3.68
Culture/climate	3.56	1.19	3.53	3.60
Leadership development in practice	3.55 ³	1.28	NA	NA
Applied research methodology	3.52	1.19	3.53	3.62
Validation issues and methods	3.48 ⁶	1.19	NA	NA
Consulting practices/issues	3.47	1.28	3.34	3.22
Work groups/teams	3.45	1.23	3.70	3.77
Performance appraisal	3.43	1.13	3.47	3.50
Employee surveys	3.43	1.20	3.61	3.50
Attitude measurement	3.37	1.16	3.45	3.56
Motivation	3.37	1.13	3.52	3.53
Job analysis/competency modeling	3.34 ⁷	1.20	2.95	2.90
Leadership models and theories	3.34 ³	1.20	NA	NA
360/multirater applications	3.34 ⁵	1.25	NA	NA
Training (e.g., techniques, evaluation procedures)	3.28 ⁸	1.20	NA	NA
International I-O/global HR practices	3.27 ⁹	1.27	3.15	2.92
Ethics	3.27	1.15	3.01	2.90
Changing role of HR function	3.26 ⁵	1.23	NA	NA
Legal issues	3.24	1.22	3.56	3.49
Group process/dynamics	3.24 ¹⁰	1.24	NA	NA
Utility/payoff of HR practices	3.24 ¹¹	1.28	3.71	3.65
Executive coaching	3.22 ⁵	1.36	NA	NA
Cross-cultural issues	3.22 ⁵	1.29	NA	NA
Career management	3.15 ¹²	1.19	NA	NA
Reward systems/compensation	3.12	1.14	3.21	3.02
Statistical techniques	3.11	1.31	3.05	3.17

Three hundred ninety surveys were returned. This is nearly double the number of respondents in 1996, though SIOP's membership has grown considerably since the last survey. Table 3 shows that Respondents represented the various work context areas in which I-O psychologists work. The percentage of respondents from academic settings grew from 22% in 1996. The percentage of respondents from consulting was about the same as in 1996, yet the percentage of respondents dropped in public sector industry (from 9% in 1996) and in private sector industry (from 34% in 1996). Respondents varied in their activity in SIOP events—33% of respondents had not attended a conference in the past 2 years and 70% had not attended a pre-conference workshop. Some respondents left items blank so the working sample for the specific content items is 211.

Open-Ended Issues

In this section we will report on the open-ended issue questions that appear in Table 1. Open-ended responses were key-punched verbatim, then categorized by the authors. Frequency counts were calculated for each category. Given space limitations, only the highest frequency responses are reported in this article.

There were three commonly mentioned responses to Question 1 about emerging trends. Forty six percent mentioned the impact of communication and information technology on research (e.g., submission and review of articles) and practice (e.g., testing, training, recruiting, work design). Twenty four percent of respondents mentioned the impact of macro factors on business such as globalization, and economic and labor market issues. Eighteen percent mentioned the needed changes in I-O psychology training to adapt to future changes, including more macro training, greater understanding of the link between interventions and business results, and broadening/blending of specialties. Twelve percent mentioned the changing nature of work in organizations including teams, contract employees, and changing relationships between employer and employees. Ten percent mentioned increased competition from clinical psychologists and nonpsychologists moving into the field of I-O psychology.

About 25% of the responses to Question 2 on the Executive Committee's role were related to the future direction for I-O psychology, including taking a greater stand on international and national debates; addressing the possible abolishment of tenure by universities, and integrating/differentiating I-O from other disciplines. Eighteen percent mentioned promoting public understanding of I-O work and taking on issues of workers such as union members and low income workers. About 18% also mentioned legal issues such as use and misuse of tests, licensing, and worker rights.

	1999 Mean	1999 SD	1996 Mean	1995 Mean
Succession planning	3.08 ¹²	1.29	NA	NA
Qualitative research methods	3.01	1.22	3.10	3.12
Stress in the work place	2.99	1.16	2.82	2.81
Career development for practitioners	2.99 ¹³	1.35	NA	NA
Decision making	2.97	1.16	3.15	3.06
Work and family issues	2.97	1.19	2.70	2.79
Gender/ethnic/diversity issues	2.95	1.28	2.87	3.13
Job design	2.83	1.09	2.93	3.00
Downsizing/outplacement issues	2.82	1.14	3.35	3.22
Absenteeism/turnover	2.75	1.07	2.86	2.65
Career development for academicians	2.23 ¹³	1.27	NA	NA

¹ Item was "New Technology/Tools in 1995 & 1996.

² Was changed from the 1995 & 1996 item "organizational change" so no comparison was made.

³ Was changed from the 1995 & 1996 item "leadership" so no comparison was made.

⁴ Was changed from the 1995 & 1996 item "leadership" so no comparison was made.

⁵ Was not included in 1995 & 1996.

⁶ Was changed from the 1995 & 1996 items "selection/validation issues" and "test construction."

⁷ Was changed from the 1995 & 1996 items "job analysis."

⁸ Was changed from the 1995 & 1996 item "training and development" so no comparison was made.

⁹ Was changed from the 1995 & 1996 item "international I-O/HR management."

¹⁰ Was changed from the 1995 & 1996 item "intergroup/communications."

¹¹ Was changed from the 1995 & 1996 item "impact/payoff of HR practices."

¹² Was changed from the 1995 & 1996 item "succession planning & career management" so no comparison was made.

¹³ Was changed from the 1995 & 1996 item "I-O career development" so no comparison was made.

Questionnaires were sent by mail to all SIOP Members, Fellows, and Associates. Table 3 shows the numbers of the breakdown of the number of questionnaires distributed. It is noteworthy that the questionnaire was not distributed to student members and that the results need to be interpreted accordingly.

Table 3: 1999 SIOP Customer Survey Sampling Plan and Survey Rate Return

Sample Group	Surveys Out	Surveys Returned	College or Univ.	Other Academic	Non-Profit	Public Sector Business	Private Sector Business	Consulting
Fellow	172	37 9.49%	22 59.46%	0 0%	3 8.11%	2 5.41%	3 8.11%	4 10.81%
Member	2513	326 83.59	112 34.36%	6 1.84%	17 5.21%	16 4.91%	53 16.26%	114 34.97%
Associate	272	24 6.15%	2 8.33%	1 4.17%	1 4.17%	4 16.67%	8 33.33%	7 29.17%
TOTAL	2957	390 35.13%	137 35.13%	7 1.79%	21 5.38%	22 5.64%	64 16.41%	126 32.31%

Responses to Question 3 on renaming SIOP were relatively evenly split (26% yes; 28% no; 38% maybe). It is interesting to note, however, that some of the "no" responses saw the need for an image change for SIOP but did not see that a name change would accomplish this. Many of the responses advocating a change focused on the word "industrial," feeling that it did not appropriately reflect the information or service sectors in which many members work. The responses to this intriguing question suggest that SIOP may benefit from looking at its brand if not its marketing.

The remaining open-ended issue questions were related to SIOP conferences and workshops. As noted previously, most of the respondents had attended a conference (64%), but most had not attended a pre-conference workshop (70%) in the last 2 years. A number of specific topic suggestions emerged and have been forwarded to SIOP committee heads. Some highlights follow.

SIOP members attend conferences to see colleagues and network (44%) and keep up to date professionally (41%). Among the reasons mentioned for not attending the conference are that members feel that the timing of the conference conflicts with the end of the semester (16%) and that conference topics are not interesting or are repetitive (12%). Reasons most mentioned for not attending pre-conferences workshops include limited funds (33%) as well as a lack of interest in and poor quality of presentations and presenters (23%). A majority of respondents (58%) are interested in attending workshops that are not coincidental with the Annual Conference. The most popular months for these types of conferences are January (28%), February (28%), June (30%), July (26%), August (27%) and October (27%). Most people would like these workshops to be one (54%) or two (43%) days in length and cost about \$250 (63%).

Specific Content Items

Several important statistics related to the specific content items appear in Table 2. The table shows the mean and standard deviation from the 1999 survey and the means from the 1996 and 1995 surveys. The items appear according to a rank order of highest to lowest 1999 means. We examined responses by different occupation/work setting and did not find noteworthy differences. The content of the item was a stronger determinant of the response than the characteristics of the respondent.

The top-rated items, in many ways, reflect broad content of I-O psychology—selection, organization development, performance, culture/climate, and leadership development. It's no surprise that the impact of technology is a highly rated item, just as it was in prior surveys. The lowest-rated items were career development for academicians, absenteeism/turnover, downsizing/outplacement, and job design. Remember, however, that we did not include students in the survey so for example, it may not be surprising that career-related topics for practitioners and academics were among the lower-rated topics.

A few changes when comparing 1999 with 1996 (and in most cases 1995) are noteworthy. Compared to 1996, increases in interest occurred in job analysis/competency modeling (+.45), ethics (+.37), international/global (+.35), consulting practices (.25), stress (+.18), and work/family issues (+.18). These findings seem very compatible with trends we see such as: a large commitment to competency modeling as a way to integrate traditional HR functions, an increase in the percentage of SIOP members who are in the consulting field, a country having recently been through the impeachment of a President, and a changing workforce that is seeking more life balance (Strauss & Howe, 1998).

A downward trend of interests occurred in work groups/teams (-.26), validation issues and methods (-.34), legal issues (-.34), downsizing/outplacement (-.40), and utility/payoff of HR practices (-.41). It should be noted, however, that work groups/teams and validation issues and methods are still among the highest-rated items and also that slight wording changes occurred in the validation issues and methods and utility/payoff items in 1999. After several years of a booming U.S. economy and low unemployment, it makes sense that organizations may be less focused on cost, and that employees may be less oriented toward legal recourse to their employment situation than in years past.

In closing, we encourage all researchers and practitioners to consider what the interests of SIOP members mean for their own research and practice. More activity should be considered in high and increasing interests. An area of low interest may be a signal to decrease activity; however, it may also be a signal to those of you who work in these areas to publicize further the topics you feel strongly about. We appreciate the efforts of all who participated in the 1999 survey.

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Finding Research Agendas: Getting Started Weick-Like

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If you want to understand what a science is you should look in the first instance not at its theories or findings and certainly not at what its apologists say about it; you would look at what the practitioners of it do.

—Clifford Geertz (1973)

What are the ways by which scholars initiate significant organizational research? How might an organizational inquirer go about discovering research foci that are likely to result in substantial advances in understanding? These are obviously very important and at the same time very difficult questions. Following the advice in our epigram, this article will suggest some tentative answers by examining the agenda-finding practices of one influential and widely acknowledged creative scholar—Karl E. Weick, the Rensis Likert Professor of Organizational Behavior and Psychology at the University of Michigan.

Selecting a phenomenon, topic, or issue to study is the first step in conceiving/initiating research projects. As crucial as this activity is generally acknowledged to be, it remains relatively underdiscussed and underinvestigated—with two, somewhat dated, notable exceptions, Lundberg (1976) and Campbell, Daft, and Hulin (1982). At the present time, the organizational sciences seem to have entered a period in which research is initiated primarily either for compassion, confirmability, or conformability, in other words, it strives to respond to either what practitioners perceive are problems or extends ascendent theory. While there are no doubt many approaches for generating researchable questions, in fact there is remarkably little attention to this important first step of research.

With the intention of bringing attention to research agenda discovery generally, and the useful if unconventional practices of Weick, this article will proceed in three sections. In the first, we will briefly review the conventional advice for getting started in research and what has been suggested for differentiating significant from not-so-significant research. The second section outlines and examines the several opening tactics and gambits observable in the work of Weick. Finally, we attempt to stand back from Weick's agenda-finding practices and note the themes and beliefs behind them.

On Conventional Advice

The locus problem may be described as that of selecting the ultimate subject-matter for inquiring in behavioral science, the attribute space for its description, and the conceptual structure within which hypotheses about it are to be formulated.

—Abraham Kaplan (1964)

A casual survey of the literature offering advice on initiating research shows either no mention at all of how one goes about finding a focal question, topic, or problem to study, or statements so general as to be essentially useless. In business, for example, Zikmund (1984, p. 33) states "...the research process begins with problem discovery...the word 'problem' in general usage, suggests something has gone wrong...Actually, the research task may be to clarify a problem or define an opportunity." Another example, for social science generally, is provided by Phillips (1966, p. 73), "When a scientist speaks of 'defining a problem,' he usually means utilizing the best ideas he has in order to decide on the goals of his inquiry." Sellitz, Writhtsman, and Cook (1976) are not much more helpful when they note that the selection of a topic for social research may arise from a "concern with" some social problem, from an "interest in" some general theme or area of behavior, or from some body of theory.

Some organizational researchers, probably the minority, attempt to emulate the physical sciences who "...first ask what is known and from this they formulate their questions about what needs to be known" (Lawrence, 1992, p. 140). This is put somewhat more elegantly by Easterby-Smith, et al. (1991, p. 46), "The conventional view of scientific, and social scientific, method is that one should review the existing literature and research findings, identify some gaps and inconsistencies in the state of the art, and then design experiments or collect data that will enable existing ideas to be tested further, or cover evident gaps in knowledge and theory." Lawrence (1992, p. 140) however, points out a fundamental difference between the physical and the organizational sciences, namely, "Their subjects cannot tell them about their problems, whereas ours most emphatically can.... Our subjects can tell us what needs to be studied—where our theories and knowledge are inadequate." The majority of organizational researchers probably agree with Lawrence who states that "The better work in our field has come from problem-oriented research rather than from theory-oriented research." He goes on to suggest that the research process he recommends: "always starts with the choice of a significant emerging problem. To prepare for this, one needs to broadly observe both current affairs and history. One has to be a good listener, to interact as thoughtfully as possible with managers and employees."

Discovery of a research agenda then tends to be portrayed in two contrasting ways—either when a researcher pays attention to practitioners and what they say are problems; or, when a researcher pays attention to accumulated knowledge/theory and wonders how it can be tractably refined, extended, or applied. While this bifurcation has probably been overstated, many researchers would no doubt argue that significant research both focuses on real problems, and is concerned with theory—a finding reported by Daft (1984).

Research projects are variously evaluated as good, valuable, innovative, and interesting. Good research usually refers to the technical competency with which it was performed. Valuable research refers to the project's contribu-

tion—furthering understanding, explanation, or action. Innovative research refers to either novelty of ideas or methodology. Interesting research, after Davis (1971), denies commonly held assumptions (otherwise it will be seen as obvious). Impactive and significant research will always be interesting; research that is good, valuable and/or innovative, however, may not be significant research. Both theory-extending and problem-oriented research strives to be good and valuable, and is sometimes innovative. The common criteria for topic or problem choice have been identified by Webb (1961, p. 223): “Curiosity, confirmability, compassion, cost, cupidity, and conformability—or more simply, ‘Am I interested?’ ‘Can I get answers?’ ‘Will it help?’ ‘How much will it cost?’ ‘What’s the payola?’ ‘Is everyone else doing it?’”

By their very nature, however, both the problem-oriented and knowledge-extending approaches to finding research agendas are unlikely to be interesting, and thus usually less significant. It appears that the common advice for discovering research agendas is inherently flawed. If this be so, how might we go about discovering topics, problems, or questions that will be interesting? It is the premise of this article that an answer to this question may be found in the unconventional work of Karl Weick.

Weick's Opening Plays

Weick (1992, p. 173) notes that what drives his research, “...are such things as incompleteness, novelty, counterintuitive implications, puzzlement, and fascination.” To begin working, he says, all he needs is some kind of difference, something that attracts attention. He goes on to state that, “My impetus to begin a study is the question, what do I find interesting?” Put this way, Weick's alternative to theory extending and problem-oriented agenda finding appears to be individualistic. As I will attempt to show below, what may appear as an individualistic, even idiosyncratic practice, actually assembles into several identifiable gambits or opening tactics for initiating intellectual work. The identification of Weick's research agenda finding plays, it should be noted, utilizes his own dictums for understanding what's going on—you'll know once you act, and, how can I know what I think until I see what I say (Weick, 1979, p. 207). Examination of a large number of his published studies prompted the induction of the following ways in which he discovers interesting research agendas. Weick, however, would modestly disclaim that any of these plays are unique to him, pointing instead to the work of others such as Kaplan (1964), McGuire (1983), Meehl (1972), Nisbet (1962), and Webb (1961). It is Weick's conscious, consistent use of these plays that deserves them being called *Weickian*.

Notice an Anomaly, and Try to Explain it.

Anomalies are unexpected and hence surprising events. That they have occurred at all is puzzling, and by definition they do not lead themselves readily to

known explanations. Focusing on an anomaly, whether personally observed or described by others, raises the question, how could that happen? If sufficiently bothered by this question, then sense-making efforts follow—gathering additional facts, valuing some facts differently, arranging and rearranging the facts of the situation until new understandings suggest themselves, until there is an explanation of how the event could have happened. One example of a triggering, anomalous event is to notice that in spite of the technically sophisticated systems and the considerable expertise of all the parties involved, two 747 airliners collided on the ground with catastrophic results (Weick, 1990a). Another example occurred in the events surrounding the death of all but three of a 13 man team of professional smoke jumpers in a Montana forest fire (Weick, 1993b). While obviously a situation of considerable risk, what was puzzling was why such an experienced crew disregarded their foreman's order, panicked, and ran.

Notice the Level of Analysis that Dominates the Explanation of Something, and Try an Explanation at Another Level.

The phenomena of interest in the organizational sciences ranges from the intrapsychic to the societal. The theorizing about some particular unit of analysis usually reflects the level at which the phenomena is first conceived. This play simply asks if the prevalent level of theorizing might be augmented by explanations at some other level; that is, could useful explanations also be made that are more fine-grained or more inclusive than those that currently exist? For example, while organizational theory at one time was devoted to structural variables about collectivities (e.g., centralization, formalization, and hierarchy), organizations can also be conceived in terms of patterned alliances among members, that is, collectivities as sets of interpersonal relationships (Weick, 1979). Shifting the level of analysis typically provides provocative insights, for example, the environment changes from the structural antecedent to an outcome in the above example. A variant of this play takes an idea developed for one unit of analysis and applies it to another unit at a different level, for example, using the mind to explain high reliability organizations by means of collective mental processes (Weick & Roberts, 1993). In a recent example, Weick and Quinn (1999) reframe organizational change as episodic or continuous by viewing it from either a macro or micro level of analysis, respectively.

Notice (or Create) Language that May Enrich Explanation and Explore it.

This play is based on the view that research is basically theory work (i.e., theory brackets and frames phenomena, defines what is data, is confirmed or disconfirmed, etc.), and theory work in turn is language work (i.e., language as symbols and rules for symbol arranging and manipulation). Words common to one field or endeavor may be suggestive of new insights when used in a different context. For example, “bricolage,” which means making do with whatever resources are at hand, when applied to organizationally relevant learning, sug-

gests that organizations may already know what they need to know to survive which counteracts the assumptions of accumulation in the organizational learning literature (Weick, 1993c). Another example is "galumphing," a type of play observed among baboons where there is a deliberate complication of process not controlled by goals. When applied to persons, it has implications for dealing with novel problems (Weick, 1979). A variant of this stratagem is to take seriously the ideas in unfamiliar combinations of words. "Loose-coupled systems," once a throwaway phrase in a talk by J. G. March, suggested to Weick (1976) that organizations might usefully be conceived in terms of the degree of their internal coupling—now a standard idea in organizational theory.

Notice Common or Simple Activities or Things and Exploit Them as Metaphors.

This play rests upon the notion that metaphors are not only one of the oldest, most deeply imbedded, even indispensable ways of knowing in the history of human consciousness (Nisbet, 1969), but are the basis of some of the most central bodies of theory in the social sciences (Galt & Smith, 1976). Metaphors let us explore analogically from one thing to another. All sorts of things, events, and activities may serve as metaphors. For example, a carpenter's contour gauge is suggestive of the several properties of medium; and when these are used to describe leadership as a medium, many useful implications appear, for example, followers use the leader as a contour gauge, leaders who are good mediums will have shorter time horizons, and so forth. (Weick, 1978). For another example, a laboratory experiment using three-person groups playing the common target game over and over with one member being occasionally replaced is used to show the perpetuation of arbitrary traditions (Weick & Gilfillan, 1971) and later used to tease out properties of organizational learning (Weick, 1993c). We note that science for Weick is metaphorically a mosaic, that is, built piece by piece, rather than accumulating a pile of findings as science is often popularly understood.

Notice the Context of an Explanation, and Apply the Explanation to Another Context.

This play works in two ways. One way is to take our understandings from one situation and ask if they help to explain a different situation. For example, the interpersonal dynamics in love relationships have much to say about long-term, self-managing organizational teams (Weick, 1992). Other examples are to see the close parallel between theory building, something we know little about, and evolutionary processes, something we know a lot about (Weick, 1989), or the parallels between technology and sensemaking (Weick, 1990b). The other way this stratagem works is to take understandings of some things or events and then complicate those explanations so that they generalize to other settings. One now-famous example was the creation of a cause map for a jazz orchestra, which

prompted a method (an etiograph) for representing complex cause maps with loops, which then enabled a test of the proposition that system fate is not in the content of the variables but in the structure of causality among them—a finding generalizable to all organizations (Bougon, Weick, and Binkhorst, 1977).

Notice Commonly Accepted Knowledge or Practices, and Pursue Possible Counterintuitive Explanations.

This play quite clearly is an application of Davis's (1971) proposition of what's "interesting." While many others have seemingly used it, Weick does so often. As before, we will restrict ourselves to just a few examples. Where almost all stress-management advice argues for removing or avoiding stressors, Weick (1975), noting the futility of this, shows that training under very stressful conditions is more effective because then the normal regression toward simplified thinking under the next stress means the person will regress to what in others would be a relatively unstressful cognitive condition. A second example concerns learning. Many organizational learning theorists posit a parallel between individual learning and organizational learning. Weick (1991) however, disconnects this parallel when he points out, appropriately, that individual learning is a different response to the same stimulus, and organizational learning is the same response to different stimulus.

The six question-generating plays of Weick sketched above, while admittedly attributions and probably not exhaustive of Weick's creative gambits (the late Lou Pondy attributes two others to Weick, that is, take a well accepted aphorism and turn it around; take everyday life and embellish it seriously) seem to be quite different than those conventionally advocated. We now turn to the explication of these differences as well as what seems to be thermal to the Weickian plays.

Stepping Back

The conventional advice for finding research agendas speaks to the discovery of problems, either by listening closely to what practitioners say are problems or by specifying the intellectual problems of how extant knowledge might be refined or extended. In contrast, Weick believes "problems" of all types are designed, not discovered (Weick, 1995). Each of the plays noted above begins by "noticing" an intentional behavior guided by the cognitive framing, punctuation, and bracketing of the researcher. This noticing is presumably not emotionally neutral. In contrast to the empathy with practitioners facing pragmatic problems (i.e., compassion) that seemingly motivates problem-oriented researchers or the pragmatic pseudo-neutrality (i.e., curiosity, conformability, conformability) of theory-extending researchers, Weick appears to be bothered by practices and explanations that gloss over factual complexity or gloss over cause and effect, thought and action, structure and process, and the like (Weick, 1979, 1983, 1995).

While Weick has relied on phrases that incorporate the word "problem" for example, "problem finding" (Weick, 1992), "problem statement" (Weick, 1989),

it is clear that his plays do not identify problems per se but surface questions—questions about what is actually going on, how one thing might resemble another, how representations might be enriched or refined, where explanations might apply, what might be alternative explanations, and so forth. Perhaps, however, we should let Weick (1993a, p. 312) express himself:

To know my contexts, therefore is to know my work... I was struck by the frequency with which I seem to study what happens when people don't understand what is going on. My concern is not déjà vu (I've been here before), but rather, vuja de (I have never been here before and have not an idea where I am). Consider the evidence. I study interpretation, sensemaking, equivocality, stress, dissonance, and crises behavior, all of which are associated with the question, what is going on here?

Whereas a "problem" implies discrete solvability (Lundberg, 1994), questions lead to sensemaking variety. In research agenda finding, the variety of Weick's opening plays begins to outline the requisite variety in the equivocality of multiple realities. Said differently, to make sense out of the equivocal, the more ways we can come to questions and the more questions we can ask, the more we will eventually understand. For Weick (1995), understanding means sensemaking—how managers and scholars make sense of situations, more or less collectively with more or less coordination, and, how to make sense out of sensemaking. In this way, Weick discredits organizational phenomena as either disordered, indeterminate, or chaotic and thus essentially incomprehensible, or as fully ordered and determinate, merely awaiting discovery with the right approach. Rather, he seems to advocate an image of organizational scienceing that is rich in the multiplicity of meanings that can be imposed on equally complex phenomenological situations—if we are risky and playful enough.

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MBAs in I-O Psychology: Barbarians at the Gate or Allies Against Organizational Inertia

**William M. Verdi
Long Island Railroad**

As the field of Industrial-Organizational Psychology (Human Resources Management, Strategic Human Resources Management, Management Consulting, Change Management, etc.) becomes more prominent and profitable, the number of individuals within the trade has also become more numerous and/or diverse. When I speak of diversity I refer to the entry of individuals who are trained differently, and not to any demographic, ethnic, or religious feature inherent to the practitioner. I am also not referring to the flurry of motivational speakers and recent authors (professors of English or philosophy, salespeople, etc.) who have a specific book or concept to promote. Specifically, I refer to the entrance of MBA graduates into the practitioner's realm of industrial-organizational psychology.

Masters of Science and Masters of Arts recipients are exempt from this discussion only because their training is so well suited to their role. MA and MS recipients have not only contributed to the advancement of the field, but have served as a bridge between the doctorates, with our concern for rigorous methodology, and the business person, whose concern is getting an answer or solution to their specific problem.

MBAs are trained to be specialists in business issues (marketing, finance, accounting) and not as scientists, researchers, or human resource specialists. Their training and skills are divergent from the I-O practitioner. The MBA curriculum stresses finance, business strategy, management theory, economics, and accounting skills, and not research statistics, research methods, or the content areas covered in I-O graduate education. Many MBA programs are now offering a specialization in human resources management. Are MBA graduates skilled enough to perform I-O-related work?

In fairness, I-O practitioners have encroached upon areas once considered the realm of MBAs. I-O psychologists have become more bottom-line oriented: Advances in the areas of utility analysis, return on investment/equity calculation, costing-out of various HR management practices, and the impact of HR strategies on downsizing and merging companies are just a few examples of where I-O psychologists are utilizing accounting techniques.

Business has always looked favorably upon MBA graduates. They speak the language of business and have the cultural savvy to fit in. I-O people have been, until recently, looked upon differently—in part because our refined and rigorous approach is in opposition to the “run and gun,” “shoot from the hip,” confident approach organizations find so comforting.

Is there a place for the MBA graduate in the I-O theater, and if so what is that role? Or better yet is there still a place for the I-O practitioner in the business theater?

Perhaps the larger, more subtle issue is: Has an almost Darwinian evolution occurred (a merger?) between the management and social sciences departments? One could easily argue that the I-O and HRM fields have morphed as demonstrated by the overlap in issues covered.

Or, instead of arguing over whether a place exists—should we not make a place at the table for MBA graduates? Organizations are so challenged (some would argue overwhelmed) that no solitary school of thought or training could adequately address the issues present.

Are the MBA graduates actually colleagues who can help I-O practitioners convince organizations to take more prudent actions? Any attempt to get the knowledge and information I-O people collect into decision-makers' hands is to be applauded.

In sum, what is the decision: Are MBA graduates barbarians at the gates of our profession and livelihoods, or are they allies in our struggle to fight organizational inertia? Send me your thoughts.... E-mail: 2VERDI@compuserve.com

DEPARTMENT CHAIR AND PROFESSOR -PSYCHOLOGY-

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Creating Teamwork in the Midst of Organizational Chaos

Nasha London-Vargas
Workplace Institute

Organizational chaos can best be defined as a historical moment in which workers and organizations loose a sense of mutual commitment, and opportunities for both worker and organization are ambiguous. This radical transformation in the idea of work, offers both worker and organization a new opportunity for recreating a social contract with each other.

The quality of stress and strain that many of today's workers are experiencing is not only the result of being overworked, underpaid, and uncertain about job security; it is the result of rapidly shifting ground in which work and working has become unreliable. Organizations are in the midst of chaos. As companies flatten their organizational structure, and downsize their workforce, managers and workers have found themselves in work environments that have redefined the meaning of worker, work, and corporate culture. These fundamental changes in the workplace have left many of us in a state of mental paralysis. We are not sure what to do with the skills and knowledge that we have acquired during our work life. Many of us are living each day with the threat of being forced to leave our workplace before we are ready.

We are faced with the difficult task of reinventing ourselves in the midst of chaos, for it breaks the covenant that we all have had with society and workplaces. Organizations must create a new sense of community and teamwork within the workplace. Creating teamwork in the midst of organizational chaos is to create a work environment where all workers are made to feel as if they are an integral part of the organization's daily business as opposed to being a means to an end.

Developing Adaptive Capacity

Drucker (1995) suggests that it is up to the worker to develop the capacity to adapt in these economic times of uncertainty. According to Drucker, "being an educated person is no longer adequate, not even educated in management." Workers are going to have to take responsibility for their professional and personal development within their organization and will need to develop the insight for when is the appropriate time to move to the next job for additional training, education, and development. Organizations will also have to adapt to organizational chaos by creating work environments in which workers have opportunities to respond appropriately to the on-going workplace transformations. The climate of corporate America is unpredictable; therefore, it is becoming increasingly difficult for workers to be committed to an organization that is constantly stripping away elements of support that promote teamwork and community.

The relationship between an organization and its workers that many of us are familiar with should be reciprocal. This has been the historical orientation of the development of worker-workplace relations. The organization has a social responsibility to provide its workers with socioeconomic securities (health care benefits, social security plan, retirement, and pension benefits), and workers have the social obligation of working effectively and efficiently to meet the organization's productivity goal. Within a working environment many of us have experienced a sense of belonging, a shared mission and community, and these attributes have always been essential ingredients to managing chaos within the workplace.

According to Drucker (1995), organizations are designed as specialized tools in which teams put knowledge into work, products, and processes. However, this notion of teamwork is far too limiting; it does not express the character of the transformations in the workplace today. The bonding between workers which progressively occurs within the workplace has been eroding as a result of increased layoffs, temporary work assignments, work displacement, minimal benefits (full-time and part-time workers), and the disappearance of organizations all together. With most workers working in environments that do not cultivate team spirit or community, it may become necessary to redefine teamwork and corporate community.

A New Social Contract

The basis for this new social contract will be in the paradoxical views of the organization, the organization as a "destabilizing agent" and the organization as "community." Some organizational theorists, such as Drucker (1995), claim that an organization is designed to be a destabilizing agent that responds quickly to change. Organizations are unlike communities, societies, or families, in that they do not function as a mechanism to assist workers in the adaptation to change. Alternatively, Caggins (1995) suggests that organizations are social structures, and "the key to creating community versus chaos is in the attraction, commitment, normative integration and interdependence of the members of a community." Caggins' notion that work environments are like any other social organization implies that management (leadership) must cultivate these factors. People make relationships and have the capacity to develop communities and add meaning to work. An organization should not destroy the work spirit and community, which are necessary for adult development. While both Drucker and Caggins appear to have opposing claims, both provide useful ways of understanding today's organizational environment. Organizations are both destabilizing and community seeking. Organizations change by renewing themselves while workers seek continuity in work and in work environments.

Organizations and workers are experiencing chaos because the rules of the partnerships in the workplace have become too fluid. Workers must become self-contained, expecting to be utilized in a variety of workplaces. Workers

have to become more generalized as well as specialized. This new worker will be more responsive to the shifting needs of workplaces. A new social function of an organization must include not only its responsibility as a social organization, but must perceive itself as an extension of the community in which it is a participant. Because of their fluid need for workers, organizations must establish themselves as hosts, or as repositories of knowledge from which any worker can avail herself/himself. As a repository, the new organization will have to become reliant on institutions of learning to create the necessary support for workers. The relationship of work and workplace might become more like a library whereby both the borrower and the lender benefits. The whole society benefits from a prepared workforce. An organization borrows from workers their knowledge and their capacity to work and an organization must establish itself as a social context for a broadly skilled or capacitated worker. The trick will be for both the worker and the organization to manage chaos by becoming fluid themselves, mutually evolving themselves in a turbulent world.

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Practice Network: School's Out Forever...NOT! Life-Long Learning for I-O Psychologists

Michael M. Harris
University of Missouri-St. Louis

By the time you read this, summer will be slowly fading from our memories (unless you live in St. Louis or another semi-tropical area) and the end of summer turns many of us to thinking about school. In my case, that means my oldest son, David, has started college. As David recently commented, he cannot wait to finish college and have a job and his own apartment (I restrained myself from replying: "The only one who will be happier than you when that happens is me!"). What David may not realize yet is that the end of school is really just the beginning of the need for life-long learning in order to maintain one's skills and competencies. Many experts preach about the importance of life-long learning activities in today's rapidly changing world. In turn, this led me to wonder how I-O psychologists maintain life-long learning. I talked with eight I-O practitioners about these questions:

1. *What activities do you engage in to maintain life-long learning?*
2. *Should SIOP and/or local I-O organizations offer more continuing education programs?*
3. *What periodicals, journals, and other publications do you read to stay up to date?*

A synthesis of their replies, as well as some of my own thoughts, are provided next.

What Activities Do You Engage in to Maintain Life-Long Learning?

Not surprisingly, I received a wide variety of answers to this question. For purposes of parsimony, I categorize the answers into four clusters:

- Reading
- Meetings, seminars, and training programs
- Networking
- New Projects

Each of these categories is described next in greater detail.

Reading: Reading was mentioned by most respondents, in part perhaps because that was another question. It was, nevertheless, quite interesting to hear the range of responses (additional discussion on this issue is included in the next section as well). The publications that my respondents read included traditional I-O psychology journals (e.g., *Personnel Psychology*, the *Journal of Applied Psychology*), general business publications (e.g., *Harvard Business Review*, *Fortune*, *Wall Street Journal*), and practitioner outlets (e.g., *TIP*—one respondent even explicitly mentioned "Practice Network"!—*Organizational*

Dynamics, HR Focus, and the *Academy of Management Executive*). One respondent mentioned surfing relevant web sites, a practice I personally recommend (e.g., EEOC maintains a very up-to-date site at www.eeoc.gov).

Meetings, seminars, and training programs: This category included several different types of offerings. One category, of course, was SIOP workshops, which will be addressed in greater detail below. A second category was local I-O groups, which often have their own workshops and presentations. One respondent, for example, mentioned that his local I-O group regularly had presenters lead discussions on a specific topic. A third category was seminars and training programs sponsored by other organizations, such as the Gestalt Institute and the National Employment Law Institute. A fourth category was either in-house training/discussion sessions, or inter-organization training/discussion sessions, in which small consulting firms met together to learn from each other. Finally, a fifth category was professional meetings, such as the American Society for Training and Development (ASTD) meetings. While most respondents emphasized their role as an attendee, one respondent noted the value of being a presenter or trainer in these contexts. Indeed, I have often heard it stated that one of the best ways to learn something is to teach someone how to do it.

Networking: Two types of networking that were included were client interactions and developing partnerships with other practitioners. Beginning with clients, two of my respondents strongly emphasized the value of talking with clients in order to stay up-to-date. One respondent went so far as to indicate that clients were often ahead of I-O psychologists when it came to workplace practices. Another respondent talked about developing partnerships with other small consulting firms, which would enable them to work together and learn new skills.

New Projects: Two respondents heavily emphasized the value of new projects in their quest for life-long learning. My own experience indicates that new projects serve as a powerful motivator to learn new things.

In sum, these four categories cover the majority of activities mentioned by my respondents. Are there any activities you use that were not mentioned here? No one mentioned traditional classroom teaching (though conducting a SIOP workshop was mentioned). No one mentioned serving as a mentor or working with a mentor. No one mentioned serving in a professional capacity with SIOP or another professional association. Nor was writing an article or professional column (a major reason I volunteered to become the Practice Network columnist) suggested as a vehicle for life-long learning. Are there activities that you are aware of other I-O psychologists using that were not mentioned here? Please let me know.

Should SIOP and/or Local I-O Organizations Offer More Continuing Education Programs?

As you might have guessed, reactions to this question were quite mixed. Some respondents regularly attended SIOP pre-conference workshops and felt that SIOP should offer more of them on a more frequent basis. In the middle,

some respondents felt that having continuing education workshops was a good idea, but they did not have time for them. At the other extreme, two respondents no longer attended SIOP or local I-O organization workshops because they were too academic or simply not useful.

One of the factors that seemed to encourage attendance at I-O continuing education programs was a licensure requirement (I would like to point out here that I have never followed the debate on licensure for I-O psychologists, so consider these comments in that light!). One respondent noted that requiring I-O psychologists to all be licensed would force them to take continuing education courses. This respondent felt it would be a good thing for this to happen, because it would compel I-O psychologists to remain current with the field. At the other extreme, another respondent argued that requiring I-O psychologists to take a certain number of continuing education courses annually would simply lead to a lot of "ticket punching," with little to be gained. Actually, I was somewhat surprised by the rather modest enthusiasm for continuing education workshops. If we heard that lawyers or accountants did not participate in such programs, wouldn't we be concerned? When I raised this point with one of my respondents, the reply was that our field changes much more slowly and therefore yearly continuing education requirements make less sense. I would be interested to hear what you, the reader, has to say about this question.

What Periodicals, Journals, and Other Publications Do You Read to Stay Current?

As I stated above, the publications read by my respondents could be divided into three categories, namely, traditional I-O journals, general business publications, and practitioner outlets. I have two comments about my respondents' reading choice. First, as you would expect, there was some variance in the perceived relevance and importance of these publications for life-long learning, with some respondents no longer reading the traditional I-O journals, and others (more the exception, though) continuing to read those journals. One respondent did, however, mention that *Personnel Psychology* was quite valuable because of the book reviews. A second comment to make is about the role of *TIP*; I found it interesting that *TIP* was not mentioned by all respondents, and sometimes it was mentioned as an afterthought. Perhaps, as one respondent observed, *TIP* serves a much different role than these other publications, because it provides a lot of news and professional association information, as well as practical advice. Regardless, when asked, virtually every respondent did acknowledge reading *TIP* (I must point out, however, that social desirability may have been operating here!).

In connection with this issue, over the years I have heard I-O practitioners assert that our journals are too academic and that a journal with a stronger practitioner orientation is needed. Bearing in mind that *Personnel Psychology* is attempting to meet some of this need with the Scientist-Practitioner Forum, I wondered whether

a publication like the *Academy of Management Executive* would be of interest to an I-O practitioner, and therefore posed this as a follow-up question. Most of my respondents seemed quite amenable to this idea. I asked a couple of respondents what the content of such a journal would include and the answers included items such as cases, implementation problems, company practices, and legal updates. As one respondent astutely pointed out, though, many practitioners may not be able to contribute due to legal restrictions by their company. Anyone out there interested in starting such a journal? The thought occurs to me that a web-based journal might be the way to begin here! I recall a "listserve" for I-O psychology that I used to receive, but it either folded or I was removed from the list!

Conclusions

After reviewing the comments, I realized that I-O practitioners fall into two basic camps. At the risk of grossly overgeneralizing, one camp consists of traditional I-O psychologists, who continue to provide primarily I-O expertise. They focus on the I-O discipline, maintaining close identification with psychology, while acknowledging the need to be familiar with general business issues. In the other camp are I-O psychologists who have become generalists, focusing on broader issues from a Human Resource Management perspective. I-O psychologists in this camp tend to identify less with psychology as their predominant paradigm, and instead adopt other paradigms (e.g., legal, strategic, or some combination). I am, of course, not suggesting that one camp is better or worse than the other; they simply represent different approaches for I-O psychologists. How does that relate to life-long learning? Well, it would seem reasonable that the tactics used to maintain life-long learning will differ, depending on what one's career plans are. If one wishes to remain an I-O specialist, it would be quite appropriate to focus on I-O publications and workshops. If one wishes to an I-O/HRM generalist, then reading a broader array of publications and attending a different set of seminars may be best. I think that these comments also raise some interesting questions as to what SIOP should be doing with regard to workshops, publications, and other educational and professional activities and initiatives.

As always, please, continue to contact me with reactions to this column. Topics you would like to see covered in the future? I plan to follow-up on the issue of I-O psychologists as HRM generalists in an upcoming column. Please e-mail me at mharris@umsi.edu, call (314) 516-6280, fax (314) 516-6420, or s-mail me, Michael Harris, School of Business Administration, University of Missouri-St. Louis, St. Louis, MO 63121. I look forward to hearing from you!

I would like to thank the following individuals for their help in preparing this column: David Bracken, DWB Assessments; Amy Hirsch, NYNEX Corporation; Ira Levin, Ernst & Young, LLP; John Orr, Rogala & Orr; Carol Timmreck, Shell Oil Company; Pam Waits, United Airlines; Jeff Weekley, Paragon, Inc.; Amanda Wellford, Abernathy & Associates.

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TIP-TOPics for Students

Kim Hoffman and Suzanne Vu
University of South Florida

Welcome back! Summer vacation is over and we are plugging along trying to get back into the old routine of graduate school. For those of you who are beginning your first year—congratulations and GOOD LUCK! We welcome you to the “club” and hope that you will benefit from reading this column. For the rest of you who are returning—it’s time to stop procrastinating and finish those degrees! And we’re here to help you maneuver through the mine field relatively unscathed.

This installment of *TIP-TOPics* will feature only two segments in order to provide more depth to each one. In “Meeting of the Minds—Scientist and Practitioner,” we ask the question of several prominent members of SIOP, *how do you balance the roles of scientist and practitioner in your professional life?* We will begin the discussion by exploring the meaning of the scientist-practitioner model and then tackle a few issues associated with incorporating each of these roles into academic and practitioner positions. Both practitioners and academics share their insights concerning the S-P model and give students advice concerning how they have successfully integrated the roles of scientist and practitioner. “TIPs for Balancing Life and Graduate School” provides another insightful and practical way to avoid experiencing extreme “work-family conflict.” In keeping with the trends, this tip for balancing your school and personal responsibilities will borrow heavily from cognitive psychology.

In the next issue of *TIP-TOPics* (January, 2000), we will explore strategies and advice for surviving the second year of graduate school and completing a master’s in “TriP Through Time.” As part of our series on learning how to build a network in “Making the Right Connections,” we will discover and share the secrets of successful internships. The focus will be on transforming your internship from the fulfillment of a program requirement into an opportunity for valuable career connections. If you have specific concerns or questions about either of these topics that you would like us to address, please forward those to us ASAP and we will go to work scouring the I-O world for the answers!

Meeting of the Minds—Scientist and Practitioner: Is it Possible to Balance the Roles of Scientist and Practitioner in Professional Life?

Our goal in writing this segment is to help graduate students discover and tackle professional issues affecting all of our careers *before* we enter the real world. In other words, think of this as the “professional development” portion of our column. Specifically, we will explore issues related to the Scientist-Practitioner model. To facilitate the exploration of this model, each segment will present answers given by members of SIOP (practitioners and academics)

to the featured question. As always, if you have questions and/or issues that you would like to address concerning this model, please feel free to contact us.

The topic for this segment focuses on how a few members of SIOP have achieved balance between the responsibilities of scientist and practitioner in their roles as either academic or practicing psychologists. We want to take a moment to acknowledge and thank the respondents who took time away from their tight schedules to share the benefit of their experiences. They include **Wally Borman**, University of South Florida and PDI; **Mike Campion**, Purdue University; **Allan Church**, W. Warner Burke Associates, Inc. and Editor of *TIP*; **Ann Howard**, DDI; **Ed Levine**, University of South Florida (Department Chair); and **Robert and Joyce Hogan**, University of Tulsa and Hogan Assessment Systems. As you can see, perspectives from both the academic and applied world are represented.

My first conception of the S-P model, originated with a discussion (before entering grad school) with a practicing psychologist concerning the difference between academic and applied work. Although I did not know it at the time, the discussion primarily concerned the nature of the S-P model. This particular practicing psychologist conveyed concern over what he perceived to be a deep division between academics and practitioners. Specifically, in his perspective, practitioners seemed to feel as though research conducted by academics was not useful in practice and practitioners did not conduct much research due to time and organizational constraints. He also expressed concern over the fact that the two “sides” did not seem to cooperate and listen to one another’s needs. The idea that I-O psychologists should be either researchers or practitioners seemed ludicrous and nonsensical to me.

Unfortunately, hope diminished slightly when I began reading certain publications and even issues of *TIP*. Evidence, although subtle, of tension and a lack of cooperation between academic and practicing psychologists seemed to be everywhere. For instance, in “Dateline 2020: A Look Back at I-O at the Turn of the Millennium,” which appeared in the last *TIP* issue, **Marc Berwald’s** “hindsight” from the year 2020 suggested a publication whose readership included human resource professionals, academics, practitioners, and managers alike. This suggestion alludes to the problem that practitioners, and academics do not effectively communicate with each other, let alone the business world. He also suggested a distinguishing event in I-O at the turn of the millennium concerned a “reconnection” of practitioners and researchers in an effort to cooperate in the process of solving practical problems through empirical research. **Nancy deLay** expressed similar sentiments in her article (also in July’s *TIP*), “The State of Telework Research.” Specifically, she cited a lack of “collaborative relationships” between academics and organizations as the reason for the lack of literature available to the mainstream public. In addition, she suggests field research results should not be considered illegitimate due to the lack of rigorous empirical standards but rather considered simply more limited.

As illustrated in the previous examples, there are issues inherent within the S-P model that make balancing the roles of researcher and practitioner difficult. For this reason, we posed several questions related to this dilemma to the previously mentioned SIOP members. Although we would like to, we cannot take credit for the insights and thoughts which are presented below. What appears below are summaries and integrations of the responses to each questions.

What is your conception of the meaning of the Scientist-Practitioner model?

Unanimously, respondents agreed the underlying meaning involves an integration of the roles of scientist and practitioner within the same body. Every I-O psychologist should be able to view his or her professional pursuits from both a scientific and practice perspective. Because of the importance of this question, our panelists' responses are quoted verbatim.

The "practitioner" recognizes that I-O psychology is an inexact science and tries to verify the soundness of applications through studying and conducting research. The "scientist" recognizes that the purpose of I-O psychology is to understand and support the human side of work and tries to test applications of theories and research in the real world.

—Ann Howard
DDI

To me, the S-P model reflects the dual emphasis in I-O psychology... on the need for formal models, methods, and approaches to conducting empirical research and building theory around psychological aspects of individuals and organizations; and the need to have practical, useful, actionable, and immediate applications and/or guidelines for working with and helping individuals and organizations to develop and improve. It's really a push-pull dynamic process where the correct level of balance between perspectives (i.e., the correct way of doing things vs. the way things actually get done) is constantly being negotiated and renegotiated. All practitioners, consultants, researchers, and academics face these issues. The only differences are where the lines are drawn (e.g., with a client, during research design, choosing a publication outlet, designing a survey measure, etc.).

—Allan Church
W. Warner Burke Associates, Inc.

To me, it conveys that practice is informed by scientific findings, and in turn is influenced in its choice of problems and methods by the "real" world as experienced in practice.

—Ed Levine
University of South Florida

...using scientific findings and methods in I-O practice and having practice problems and challenges at least in part drive my scientific pursuits, is where I am on this topic.

—Wally Borman
University of South Florida

There are some unique and quite interesting intellectual challenges facing a true scientist practitioner. We think these fall into four broad classes: (a) identifying how to solve the client's problem in an empirical and intellectually defensible manner, (b) gathering and analyzing the data needed to solve the problem, (c) interpreting the solution back to the client in a way that it will actually be used, and (d) writing up the research in a way that it will pass muster with reviewers, many of whom have never dealt with a real world data set.

—Robert and Joyce Hogan
University of Tulsa and
Hogan Assessment Systems

What responsibilities/activities do you associate with the scientist role? Practitioner role? Are these two analogous to the roles of an academic psychologist and a practicing psychologist?

To answer the second question first, our panelist said, no, not necessarily. The roles of scientist and practitioner should not be confused with the settings in which these roles are performed. Psychologists who work in either academia or practice should engage in both scientist and practitioner activities, even if it is to differing extents. Academic psychologists often teach, conduct research, and advise students although they may emphasize one of these functions over the other. Concurrently, academics may also "moonlight" with an extracurricular consulting practice. Practitioners typically advise clients utilizing certain techniques; however, others may also teach (training and development may be considered a form of teaching) or conduct research as part of their jobs. Many internships (and long-term positions as well) that take place in a practice setting may require students to conduct basic research.

Of course, coming from a panel of professionals who have been successful in balancing the roles of scientist and practitioner, they agreed that formal (and separate) definitions of scientist and practitioner activities are not necessarily valid or helpful. Instead, these activities should be considered integral pieces of any job. However, one might consider it useful to have an idea of the activities often associated with each of these roles. Allan Church explained "at the typological level... the scientist perspective is probably more concerned with isolating and identifying specific theoretical contributions to a phenomenon of interest in the field, while the practitioner perspective is focused on adapting what is known to the existing political and economical constraints of an organizational system." To that end, scientist

activities involve carefully choosing and defining problems, using theory to explain and understand these, and generating empirical tests of the theory. Scientists conduct empirical tests using differing approaches in order to validate their findings. The scientist is also interested in both basic research questions and applied topics related to the workplace. The practitioner evaluates research results in light of both theory and other concerns of the organization, including values and ethics, in order to develop and implement interventions. He/she advises clients on the most effective and efficient solutions, given a certain set of circumstances and constraints. Due to the fact that not every issue can be researched in every possible set of circumstances, practitioners must employ professional judgment in developing specific applications for an organization. And, practitioners should evaluate the outcomes of their prescriptions in order to provide feedback and guidelines concerning future applications and research. Wally Borman contends that "ideally, the practice role employs science in two ways. We can use scientific results to guide practice.... The second way is to use scientific methods in practice." Thus, the activities of scientist and practitioner are not truly distinguishable, but rather provide complementary tools for resolving workplace issues.

How do you incorporate activities of both scientist and practitioner into your primary responsibilities as either an academic or practitioner?

When performing the activities of either a scientist or a practitioner, the professional is only completing half of his/her responsibilities. And, because the roles are not mutually exclusive, there are many ways in which to incorporate the activities of each into any position. Ed Levine uses tools derived from research in his role as department chair, such as utilizing structured interviews during the hiring process. As a scientist, he chooses to research issues, which impact outcome variables such as performance and satisfaction. Allan Church incorporates activities of both roles by using "traditional I-O and OD related data-based methodologies (i.e. multirater feedback and survey feedback)." He also incorporates science by advocating the creation of instruments, systems and databases that adhere to academic standards of validity and relevancy, and which can be used to investigate patterns of behavior.

In another example of integration of scientist and practitioner activities, Ann Howard described the following:

As a practitioner, I provide assessment technologies to clients; for example, a current project is developing and delivering an assessment center to United Nations Resident Coordinators (their top executive position in a country). As a scientist, I have researched how well our assessment center differentiates among candidates, what subgroup differences have an effect (gender, country of origin, etc.), and convergent and discriminant validity of dimension ratings. Based upon research, I created new approaches to the design and scoring of assessment exercises;

then I researched the impact of those improvements. It's an iterative process.

The above examples provide evidence that it is both possible and preferable to consider an approach to your position from both science and practical perspectives; and there are no right or wrong ways to achieve integration of these roles—the method is dependent upon the individual, circumstances, and training.

What poses the most difficulty in maintaining balance between the scientist and practitioner roles? How have you overcome these difficulties?

The field of I-O naturally allows us to engage in the activities of both scientist and practitioner. The nature of the work is applied, in that practical problems exist in the workplace. In the past, solutions to these problems were discovered through scientific research methods and analytical procedures. While this may be true, successfully fulfilling both roles may be challenging at best. As will be discussed later, researchers and practitioners must satisfy different audiences and from this, arise certain difficulties. For example, practitioners often face clients whose deadlines are short and who want to spend as little money as possible. This may preclude practitioners from the ability to do research. However, some suggestions for solving these difficulties include "piggybacking" experiments on top of current projects. Also, those clients with deeper pockets may be convinced to fund projects to develop and pilot products that may be useful in other organizations. Many times, though, one must sacrifice personal time to pursue more scientific endeavors.

Other difficulties include the different reward systems and valued contributions, which are not necessarily shared by academics and practitioners. Organizations value timely answers, while academics value scholarly publications, which take time. One way to overcome this problem is to alternate publications between scholarly journals and trade journals. In addition, academic types may consult "on the side" or form partnerships with their practitioner counterparts. Certain members of our faculty have found unique solutions through "mixed" marriages (one partner is an academic and the other is a practitioner). Any approach to overcoming difficulties associated with trying to balance these two roles should be carefully chosen by the individual, as each has its own rewards and consequences.

Since beginning graduate school, we've noticed there seems to be a dichotomy between academics and practitioners. Is this an accurate observation? And if so, why do you think this adversarial relationship exists?

Although a separation, which might be characterized as tense, may exist between academics and practitioners, the relationship is probably far less than

adversarial. Unfortunately, as Wally Borman admits, it may be natural for people to contrast their positions with others they perceive as having much in common but still having a few distinct differences. He points to several examples including clinical psychologists and psychiatrists, executives and frontline employees, or professors and deans. Other respondents agree that academics and practitioners focus on their differences.

Joyce and Robert Hogan believe that, "people are primarily motivated by efforts to get along and get ahead." Differences exist only in the methods people employ to achieve their goals. Scientists primarily use the academic method which means research ideas are derived from scholarly publications and results are shared with the academic community in journals. Practitioners derive research ideas from the practical problems which they are hired to solve "and then sell the research products back to the real world." Overall, academics and practitioners differ primarily in the audiences to which they cater. In turn, this is the source of additional tensions. Academics may take issue with the internal validity of field research and complain about insufficient sample size or lack of controls. Unfortunately, field research represents a trade-off between good methodology and realistic and useful results. Practitioners may view purely academic research as too narrow, unrealistic, and shallow to accurately represent an organizational system.

However, separate reward systems exist within the different audiences, according to Ann Howard. Allan Church agrees that some tension is a result of varying perceptions of contributions to the field. The academic community perceives significant contributions to the field as publications, which adhere to formal research standards of methodological principles and lengthy review processes. Unfortunately, practitioners may not be able to satisfy these requirements due to the nature of field research and the lack of time to follow through with the academic research process. In other words, the rewards offered by the academic community are too few and even costly for practitioners (opportunity costs, jeopardizing proprietary information, organizational constraints). At the same time, this same reward system may lead to research, which would please the methodological and statistical gods but which has little relevance or use for real world organizations.

On the other hand, the reward system that exists for practitioners emphasizes "timely" solutions to current problems, research reflecting real world problems, and plain (as opposed to academic) communication with the business world. As a consequence of veering away from these standards, businesses may view practitioners' research as too academic for their purposes. Perhaps organizations might hire less reputable consultants because they promise overnight results and have no interest in evaluating the effectiveness once implemented, while an I-O psychologist knows any solution requires time to elicit changes and evaluation to achieve maximum effectiveness (and for future knowledge).

For these and other reasons, it is much easier to specialize in either the scientist or practitioner role; thus, the field experiences a separation between its members.

How do you think this division can be overcome?

Despite the appearance of a dichotomy, it isn't completely accurate to characterize the relationship as adversarial. Overall, the respondents expressed positive thoughts regarding the development of more collaborative relationships between researchers and practitioners. Although they acknowledged that some tension exists due to the different audiences to which each must play, our field has attempted to resolve the situation. For example, the annual SIOP Conference continues to grow in the number of participants from both research and practice. The sessions and symposia collectively offered no longer focus only on one aspect and participants "crossattend" (researchers participating in practice sessions and vice versa) programs. SIOP has also begun to encourage distinguished practitioners to apply for Fellowship.

Personnel Psychology has introduced a new Scientist-Practitioner Forum section, which attempts to foster acknowledgment of and appreciation for the contributions of both perspectives. Another strategy which would foster a deeper appreciation for each other is a job exchange program in which academics and practitioners assume the other's responsibilities for a fixed but temporary period of time.

The key to bridging any gap between academics and practitioners is to recognize that each performs functions that are essential to the success of the other. Ann Howard stated that "a wise practitioner surveys relevant literature and evaluates applications in terms of what is scientifically respectable. A wise academic studies real-world problems or evaluates theories and research in terms of the usefulness in the workplace." In essence, the answer to this question is to maintain the attitude (beginning as a student) and understanding that the S-P model is the foundation of our field for a reason. Scientists and practitioners have the same ultimate goals but take different routes to get there. However, they cannot reach those goals without each other. Let's celebrate our differences instead of lamenting them!

How might graduate programs address the issue of balancing the scientist and practitioner roles for future psychologists?

Due to the nature of the academic and research settings of graduate programs, students receive a healthy dose of the skills needed to be an effective scientist. And, as discussed in the last segment on this topic, many of the skills acquired during graduate study also apply to practice. Often, however, the role of the practitioner is not explored as deeply. Ed Levine suggests that all programs in I-O should adhere closely to SIOP's Education and Training guidelines, which recommend instruction in both aspects of the S-P model. Unani-

most, respondents advocated individual internship experiences in order for students to learn how businesses operate, and that projects for which they are responsible have consequences for the larger organization. Collectively, they also indicated that guest speakers, conferences (particularly SIOP practitioner symposia), and local meetings of practitioners should be part of the education process to help students learn about both aspects of the model. Lastly, faculty and students should participate in (formal and informal) exchanges with each other (and guest speakers, etc.) specifically focusing on how to ease the tensions between researchers and scientists.

Well, now you are an expert on how the professionals balance the roles of scientist and practitioner. Just to recap though...our interviewees illustrated that the underlying meaning of the S-P model is integration of these roles and incorporation of both scientific and practice activities into all positions. Due to the nature of our training, we are all scientists *and* practitioners irrespective of the settings in which we perform our duties. Unfortunately, due to differing reward systems and audiences, tensions may arise between academics and practitioners. However, collaborative relationships should be a goal of both perspectives in order to strengthen our field and better serve our clients, whoever they may be. Generally, the interviewees expressed positive sentiments for the efforts of SIOP and our ability to appreciate and respect each other's contributions to the field. Exploring as many opportunities as are available in graduate school is one way to achieve a balance between the scientist and practitioner roles in your professional life.

TIPS for Balancing Life and Graduate School

Here we are—it's the middle of October and of the semester; a precarious time for graduate students who are trying to balance a personal life with the unending demands of school. The semester is half over already and you have not yet studied for midterms or written that proposal you have to "defend" next week. And for all you sports fans, football season is in full swing, which means no work is getting done on Saturdays or Sundays. The seasons are changing, for those of you who don't live in Florida, and we all finally get a break from the heat wave. And there are a thousand things you could be doing other than that which is required to keep advancing toward your degree. It's that time of year when we all wish there were at least 30 hours in each day.

If you are anything like us, you probably read this segment, or get advice from friends, and think, "good ideas but who has time to implement them?!!" Well, we can partially solve that problem today (cheers from the audience). No, we have not devised a plan that will extend the number of hours in a day nor have we been able to convince the faculty that it IS necessary that we get 8 hours of sleep every night (despite the findings concerning sleep deprivation and shift work). It is not for a lack of trying, though.

Instead, we have found a way to creatively apply some of the information we learned in Cognitive Psychology last year (we still don't understand the mental model stuff though). After an "incubation" period, it occurred to us how the research on creativity could be useful in maintaining some semblance of a life outside the walls of the psych building. Originally, it was thought (and probably still is to some degree) that those who think creatively or who were innovators were those who had special "creative" minds or talents and those of us who are normal were just plain doomed to be dull. Fortunately, Wallas (1926) rejected that notion and theorized that creativity was simply a by-product of routine thought processes. Specifically, he postulated four stages of creative thought: preparation, incubation, illumination, and verification. Briefly: (a) preparation is the "learning stage." This is the time that we gather and understand knowledge and eventually develop expertise. (b) Incubation is the break from active learning in which we put down the problem for awhile and do something entirely unrelated. (c) The illumination stage is full of insights that seem to happen spontaneously, and (d) the verification stage involves an evaluation of the ideas or solutions produced previously.

OK, so what's the connection to having more time? The answer lies in the incubation stage. In order to have creative thoughts or to deeply understand the material that you are trying to learn, you have to walk away from it for a time. In other words, after you acquire certain knowledge, you have to give it time to mesh, gel, simmer, or whatever metaphor you want to use, in your brain. It isn't until after this period that insights seem to happen "out of the blue." Wallas would argue (according to our understanding of his model anyway) that having insights is not the result of some magical process. They are the result of incubation, which allows your brain time to make certain connections or to see relationships that you were unable to see previously. This is related to another concept concerning problem resolution, namely functional fixedness (and you thought you were going to get practical tips—not another lecture in Cognitive Psych!). Generally speaking, this is the problem where people have trouble finding new and innovative uses for those things, which they perceive as having specific functions. Those who overcome functional fixedness see uses for ordinary objects that are completely beyond the scope of their original purpose. Incubation can sometimes cure functional fixedness because it frees us from the constraints of the situation (or our perceptions), and allows associations to form that provide the basis for insights.

So, now that we have beaten you over the head with the background, we will attempt to explain how to apply this knowledge to make more time for yourself to balance your roles. But first, we are going to take a break from writing to allow our thoughts to incubate. The point of this whole rambling discourse is that you have to take breaks from your work now and again. Study sessions or research jaunts lasting 3–4 hours at a time probably are not going to help you see the problem in a creative way. Allowing your brain free time to

play will facilitate your learning, writing, or analytical skills, not to mention (and here's the connection all spelled out) give you time to join your "other" life, if even just for half an hour.

Here's the practical part of the TIP for this segment. If you are trying to read those 450 pages necessary for your next class, or if you are pouring over hundreds of articles for your research or you are trying to finish writing the introduction of your thesis/dissertation, don't forget the four stages. Before you can have earth-shattering insights, you need to give your brain time to step away from the problem. Have you ever found yourself trying to finish all that reading for your course only to realize that you have not comprehended any of the last five sentences? We suggest, when this happens, instead of reading just to say that you did, and then you are hopelessly lost during discussion because your brain didn't process any of it, take a break! Walk away from the reading or writing or whatever the school activity, and do something related to your personal life. For example, read a leisure book (it doesn't work if you start reading for a different course—trust us, we've tried it), e-mail friends (or better yet call them), talk to your significant other, go for a walk, clean the house (groan—but it does help get those chores out of the way, and keeps the place from smelling!) or some other little activity. The key here is to limit yourself. When you feel that your brain is full, do something for your personal life but put a specific time limit on it, perhaps, 15–30 minutes. After that time has expired, go back to your school activity, and you will find that you are once again comprehending sentences and possibly having creative thoughts too.

During those incubation periods, you will get all those little things out of the way that you were waiting to get "around to" when you had more time. Your friends will be grateful to communicate with you a little more often so they can stop worrying if you are dead or not. And your dwelling will be pre-sentable enough to entertain your grandparents. Not to mention that you will feel more balanced and you won't have to completely lie when you tell others that you do have a life outside grad school (even if you have to participate in it for 30 minutes at a time). Be cautious though, without a healthy dose of discipline—it's easy to turn your incubation periods into procrastination!

To avoid that trap, we take this idea one step farther. We set aside certain times and days for "fun" or real life. If you have a favorite TV show that helps you to relax and laugh a little, then set aside that time and watch it (without feeling guilty). If you need to, study, write, or research before that show then when it's time, put away your work and treat yourself. For us, fall is a favorite time of the year because it's FOOTBALL SEASON (Go Gators!) and we could literally spend all weekend, every weekend (between college and professional football and trips to Gainesville) absorbed in the mania. Instead of denying ourselves the pleasure (and spending most of our study time rushing into the other room to see the phenomenal play), we simply designate Sundays (and certain Saturdays) as free time. A big group of people usually gathers at the

designated house to enjoy football, friends, and a smorgasbord of food and drink. We simply plan for that and work our school schedule around it (yes, this is a novel concept). It keeps us sane, able to concentrate on school work, in its time, and we get to participate in our hobby and share time with friends. Remember that it's not humanly possible to spend 100 hours a week reading, writing, and researching. You need a life outside grad school to keep your sanity and to keep your friendships/relationships alive.

So, the TIP for this issue is to incubate—when you feel your mind start to wander—that's the sign to stop doing school work for a short period and switch attention to your personal life. And designate certain days or certain hours each week as time that you will engage in fun things that are unrelated to school, NO MATTER how much work you have to do. Believe us, you will keep your sanity and possibly begin to enjoy yourself once in awhile, AND you will probably experience more insight and a deeper understanding of grad school material.

We hope you can make use of this latest tip and, as always, if you have comments or have tips to share that have worked for you, please contact us by e-mail. Also, we have posted a message at the www.mydelphi.com web site in the I-O student forum concerning balancing these roles. Please feel free to visit and post responses so that we can have interactive chats with you in between publications of this column. Until January, keep working on your balance!

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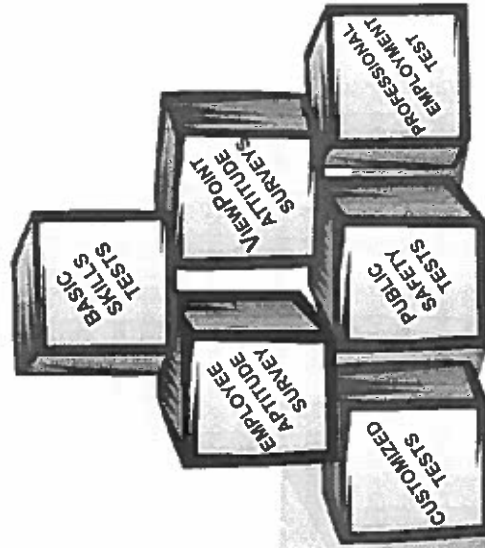
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The Real World Y2K: Why Ask Why?

Janine Wacławski
W. Warner Burke Associates, Inc.

We have nothing to fear but fear itself.

—Franklin D. Roosevelt

Let me make the superstitions of a nation and I care not who makes its laws or its songs either.

—Mark Twain

You don't believe that we're on the eve of destruction.

—Barry Maguire

The future's uncertain and the end is always near.

—Jim Morrison

It's Not Christmas Time, It's Armageddon Time

Howdy, y'all, and welcome to the last Real World column before Y2K! In fact it may be the last Real World column ever, if some millennium pundits are correct. If December 31, 1999 truly does mark the end of the world (as we know it) then I may be writing my next column in a log cabin by candlelight, just like good old Abe Lincoln did. Well, if that's the case then so be it! If candlelight was good enough for Abe, it's good enough for me. Besides, I watch way too much TV as it is already, and who needs electricity. Personally, I think it's quite overrated. Sure, I won't be able to listen to my favorite CDs anymore, but then again I won't have to respond to such annoyances as e-mail, voice mail and phone calls from those pesky clients! Yes, Y2K could be like a very long camping vacation. Just what every modern day logged-on, plugged-in, stressed-out yuppie needs! Yes siree, it could be fun to "rough it" for a while. Unfortunately, reality would eventually kick in—bummer!

Well, when you get right down to it, I guess there's nothing quite so fun as fantasizing about the end of the world—people have been doing it since the beginning of time. If you don't believe me, just read the Bible. So I say the recent Y2K mania is just another iteration of an old theme—to quote Chicken Little "the sky is falling," to quote Noah, "all aboard," or to quote Lot, "don't look back." Of course, I am not trying to make light of some technical difficulties that we may experience on New Year's Eve (or the Good Book, for that matter either) but after all, these glitches are all our own doing—they are all man-made. If computer programmers back in the 1970s had a time line of more than about 25 years we wouldn't be in this mess! Further, time is a manmade concept and a faulty one at that.

A case in point: We are still working off a calendar that we lifted from the Romans 2,000 years ago, which, according to Ovid, was kludged together from

still older "archaic calendars." What's worse is that the calendar didn't even work right when the Romans were using it! The number of days in the month didn't add up properly, and so the thing was constantly under revision. But the Romans were pretty tenacious about it—after all, not knowing what day or month it was really made total world domination, toga parties, and nights out at the Coliseum difficult to plan. In the end, it took them about 500 years of trial and error to develop the Julian calendar (basically the same as the Gregorian calendar we use today), and it was still wrong! Like our calendar, it measured time as a year comprised of 365 days, except for leap year. Have you ever wondered why we have a leap year? It's because the Romans couldn't do the math—even after 500 years of trying. And here we are 2,000 years later still using the same calendar (more or less). No wonder we have a Y2K bug! Can you imagine the legacy of goof-ups we are leaving behind us for our descendants in the year 4000? It's pretty frightening.

So, needless to say, I, for one, am not all that concerned about Y2K. We've made it this far, which to my way of thinking is quite amazing. I seriously doubt that a little computer glitch will lead to the fall of "modern civilization." By the way, as a complete aside, am I the only person who finds the term "modern civilization" a little oxymoronic or at least ironic? Civilization, like many things, I guess, is a matter of opinion. But back to the topic at hand—Y2K—I think we need to get a grip. This issue has received more hype than you can shake a stick at (another aphorism that I don't understand). Personally, I think we all need to take a reality check on this one. I am not saying that we won't have problems on December 31, but I do think the hype has gotten way out of hand. I may be alone in this assertion but I do not plan to spend my New Year's Eve in a bunker with a 6-month supply of chipped beef and spring water. Nor do I intend to withdraw all of my savings from the bank and deposit them in my mattress. However, I know several people who are making similar arrangements. Perhaps I am going out on a limb with my cynicism on this topic and will be proved wrong, but frankly, my dear, I don't give a damn. If, as Mark Twain once said, it's better to keep your mouth shut and appear stupid than to open it and remove all doubt, it is far too late for me anyway!

Somebody Shoot Me While I'm Happy

Speaking of writers with the predilection to wax philosophic—I love Kurt Vonnegut. Why, you may ask, do I love him? Well, I just recently finished *Timequake* (Vonnegut, 1997) which, I believe, is his most recent book, and he has such a talent for turning human misery (reality) into comedy. Considering the subject matter he deals with, it's amazing his books get read at all. I also love him because he is living proof that there is a place for cynicism and sarcasm in this world. To me this is very reassuring! I mention this book because its central premise (a fictional one) is that on February 13, 2001 we will all experience a Timequake. This is a glitch in the space-time continuum that will

force us all to go back to February 17, 1991 and relive the same 10 years over again in exactly the same way. We would relive everything exactly the same knowing it was a rerun but completely unable to change anything. Now *that* would be a bummer. I don't know about the rest of you but if I had to relive the past 10 years in the exact same way it would be awful. I'm not saying that the past 10 years have been bad ones (on the whole) but knowingly reliving certain parts would be unbearable (e.g., my dissertation, certain parts of my love life, and all the times that I had to wake up before 5:00 a.m. to go meet with a client). So to my way of thinking, a few technical difficulties brought on by Y2K don't seem too bad. Unless of course you happen to be flying over a large landmass and your plane takes a sudden nose dive.

What's more, I know some other people out there agree with me. To this end, I recently read a piece in "training" magazine. It was a letter from the editor stating that he basically refuses to get worked up over Y2K. However, I also realize that many others do not share my view on this. In fact, a few brief searches on the internet (and other sources) yielded some pretty interesting, scary and funny results on Y2K, which are listed below.

Y2K Factoids

I watch CNN Headlines News. There I said it. Yes, yours truly is a CNN junkie. One of the many things that I have always found mildly amusing about CNN is its presentation of statistical and semi-factual information. For those of you who are unfamiliar with the Headline News programming format, there is a segment known as a factoid that is used to segue to commercials. For those of us who can't get enough context-free information in our lives, the factoid is a quick (and totally reference-free) blurb that provides the viewer with yet more trivial information to store in his or her brain. Usually they read something like this: "Seventy percent of all Americans prefer white to wheat bread." I made that one up but I think it's pretty exemplary of the type of semi-useful information one normally gets in a factoid. In essence, for those of you who watch VH1, the factoid is the granddaddy of the pop-up video. So, without further delay, here are my Y2K factoids!

Did you know...?

- There are over 650 products listed for Y2K on Yahoo! Shopping.
- There are 723 site matches for Y2K on Yahoo!
- There are 195,691 matches for Y2K on AOL Netfind.
- According to the *Tool Box* catalog, over 12% of Americans own a home generator (in case we lose power on December 31, 1999).
- According to the U.S. Nuclear Regulatory Commission, there are 27 nuclear power plants in the U.S. that are not yet Y2K Compliant.
- A Washington, DC-based counter-terrorism company has predicted that it's almost certain the Year 2000 will be ushered in with a major terrorist attack.

If I Could Save Time in a Bottle

Have you ever made a time capsule? Well, I did once in high school. For the sake of posterity (or maybe it was out of boredom) my boyfriend and I decided to write down an important message to each other and bury it in the ground in a quasi-airtight bottle. Our master plan (actually I think it was more his plan) was to meet at the appointed "place" at some appointed future time and dig up the capsule. This was supposed to be carried out even if we "broke up." Well, suffice it to say, shortly thereafter I broke up with the boyfriend, forgot the appointed date and time and even forgot the nature of the "important" message. I guess I just lost interest in the project. After all I had better things to do—like go off to college and meet other boys.

So much for my great time capsule experience. Besides, in my opinion time capsules are an arrogant and egocentric activity—something one does out of the deluded notion that one of their trivial and mundane life events is worthy of posterity. Well, it may come as no surprise then that time capsules are all the rage for the millennium—at least that is what I read on AOL. In fact, America Online has put together what it claims to be the most sophisticated and largest time capsule ever (and is accepting entries up until December 31, 1999). The capsule is guaranteed to be maintained until the year 3000 by some hi-tech computer system (which I hope is Y3K compliant).

Can you imagine maintaining this capsule until 3000 and then unearthing it? First of all, I doubt "modern civilization" will even last that long. Second, who cares if the capsule lasts till 3000; it's not like any of us will live long enough to check up on this! If it fails on December 31, 2999, will my descendants get my money back with interest? Somehow I doubt it. Third, does anyone really believe that a capsule full of incoherent internet spewage and lubricious chat-room ramblings from people with names like drevil@yahoo.com or 2cool4u@hotmail.com will be interesting to anyone? I can just imagine some of the contents that will be going into this thing. Call me a misanthropic naysayer, but somehow I don't think it will be as compelling as Shakespeare's complete works. Personally, I was thinking of submitting this column as my great contribution to the history of the world but I figured it would be even less interesting in 3000 than it is now.

Tastes Great, Less Filling

Who says Y2K survival food has to taste bad? This is the motto for the Y2K Emergency, gourmet survival food outlet (see <http://gourmetsurvivalfood.com>). Yes, by shopping at this handy dandy web site you can "prepare your family to survive Y2K, emergencies, or other disasters!" It warns all visitors (with a scrolling countdown clock that is updated to the second) that "the year 2000 will arrive in 176 Days, 8 hours, 39 minutes and 54 seconds, whether you are ready for it or not!" Well, dear readers, I have finally stumbled upon a Y2K product that makes perfect sense. If I have to be in a bunker waiting for the end of the world I might as

- The OMB reports that the Defense Department alone will spend \$3.65 billion on Y2K repairs—almost half the estimated \$8 billion cost to the entire federal government.
- Pentagon officials have repeatedly stressed that their Y2K test results show that America's military will be prepared for battle even after December 31.
- According to an article in *American Demographics*, most people believe that panic buying and stockpiling will create artificial shortages of goods even if there are no glitches in manufacturing and distribution.

According to research conducted by CDB Research & Consulting Inc.:

- 92% of American adults are aware of the potential for Y2K disruptions.
- Only 22% are "very concerned" about it and more than half of the respondents (52%) were "unconcerned" about the issue.
- However, 32% are worried that their financial services will be adversely affected.
- Further, people with more money are less concerned than people with less money. Specifically, 13% of people with annual household incomes of at least \$75,000 are concerned but 26% of people with less than \$45,000 in annual income are very concerned.

The Worst Part of Living in the 21st Century

On a related note, Peter D. Hart Research Associates polled 1,264 adults nationwide to find out what they thought might be the worst part of living beyond Y2K. I don't know how they picked some these categories, but I thought it was worth a mention nonetheless.

Here are a few things that could happen in the next century. Please tell me which one would be the worst part of living in the 21st century:

Scientists will be able to clone human beings	58%
Most people will live to be at least 100 years old	12%
Women in their 50s and 60s will be able to conceive children	9%
Genetic engineering will be conducted	8%
Extraterrestrial life will be discovered	7%
Other	6%

Interesting poll. Obviously they didn't speak to many 50–60+ year-old women! As for cloning being bad, it's like I always say: it's not *what* you clone but *who* you clone. I don't think people would object to clones of eligible bachelor and bachelorette versions of, let's say, Brad Pitt, Tom Cruise, Jennifer Lopez, or Shania Twain. However, clones of their bosses and IRS auditors would probably not be all that welcomed. Personally, cloning wouldn't bother me at all, but I would have to draw the line at the Backstreet Boys. That would be going too far!

well have some tasty snacks in tow. Bring on the Chateaubriand for two and Dom Perignon chilled to 12 degrees Celsius—the end of the world is near and I want to go in style! The company further claims to offer “healthy and delicious soy-based gourmet foods that can be stored for up to one year non-refrigerated.” Stop the presses and cancel my order! Delicious soy-based gourmet food is an oxymoron in about three different ways—especially if it is also combined with nonrefrigerated. However, if any of you are still interested, you can get a 10% Y2K discount if you order today! It just goes to show that some people will stop at nothing to make a buck—even if they don’t have a world in which to spend it.

Attack of the “Doomsday” Asteroids

I read an interesting article in the paper today. According to a recent piece by Deborah Zabarenko of Reuters entitled Scientists Warn of Risk From Doomsday Asteroids, scientists predict that there is a 1 in 1,000 to a 1 in 10,000 chance that a “doomsday” asteroid will hit Earth at some time during the 21st century. For those of you aren’t familiar with the subject, a “doomsday” asteroid is defined as one with a diameter greater than six-tenths of a mile, which could cause global climatic catastrophe if it collided with the Earth. Further, the debris from this type of collision would cause worldwide clouding and cooling, with possibly disastrous effects on crops and animals. On a lesser note, there is a 1-in-3 chance of Earth being struck by a smaller asteroid that could cause only “localized destruction.”

Just another example of overly sensational, hyped up, gloom and doom reporting related to the end of the world. So let me get this straight, even if we survive Y2K, a doomsday asteroid could wipe us all out on January 1. Personally, I think this type of reporting is designed not to inform us about what is going on the scientific community but to create fear, or at least feed off people’s existing fears. I think this is wrong. Obviously, we have a right to know if a big nasty rock is going to come along and utterly obliterate us all forever, but the way the article is pitched (i.e., the headline) seems to me to be a bit irresponsible. The headline (and initial tone of the piece) makes it seem like these enormous half-a-mile wide asteroids are circling the planet waiting to strike a death blow and annihilate us any day now. However, when you read the article, it is apparent that chances are we will only be hit by a smaller asteroid that will cause far less damage. Don’t get me wrong, I don’t want to come in contact with any asteroids no matter how small, but the headline is very misleading. It’s like those mailings you get from Publishers Clearinghouse. At first glance when you peer through the plastic window on the envelope it says something like “Janine Wacławski, you have won \$100 million.” Of course when you look inside the thing you can see that you haven’t won anything at all—except maybe some discounts for subscriptions to magazines you don’t read. But I digress. The point I am trying to make here is that selling fear disguised as scientific inquiry is wrong. Whether it’s Y2K or

doomsday asteroids, our fears and anxieties should not be exploited for the sake of the almighty dollar or making headlines.

Speaking of exploitation, am I the only person who has noticed the recent resurgence of big budget catastrophe movies to come out of Hollywood in the past few years? Movies such as *Armageddon*, *Volcano*, *Deep Impact*, *Hard Rain*, *Mimic*, *12 Monkeys*, *The Fifth Element*, *Independence Day*, *Outbreak*, *The Lost World* and *Godzilla* (just to name a few) all portend the end of the world in one way or another. Whether it’s viruses that will eliminate human life on Earth, hostile aliens that will decimate our major cities, unstoppable bugs that will grow to 8 feet in height or giant dinosaurs trying to take over Madison Square Garden, according to the film industry the end is near and Bruce Willis is a key factor in saving our planet! Nevertheless, regardless of all the negativity, I, for one, am really looking forward to the next millennium. Yes, despite the current angst-ridden zeitgeist that is prevailing at the end of this millennium and my own purportedly cynical outlook on life, I am genuinely very optimistic about the event.

Regarding the asteroids (the real ones—not the one in *Armageddon*) the article went on to say that asteroid impact experts at the University of Pisa in Italy believe that “The risk is there, but we’re taking care of it.” So I guess they are tracking the asteroids and hopefully have some way to destroy or at least avert them. Somehow knowing that we have scientists in Pisa on the case is not all that comforting to me. I think they should concentrate on straightening up their leaning tower and then maybe move on to saving the world from asteroids.

The End of the World or Just Another Day?

Y2K discount or not, I decided that, as usual, my opinion on this subject is (a) not the only one, (b) not necessarily the right one, and (c) probably not the most informed one. Given this startling and probably fleeting introspective insight, I thought it would be a good idea to ask some more respectable (and knowledgeable) individuals their opinions on Y2K. I also figured that since I am writing for *TIP*, I’d better make the column relevant to I-O in some way. So, as per usual, following are some Q&A on Y2K.

- (1) *What are your predictions regarding what will happen on January 1, 2000? What if any problems will we experience? Have you had any personal experience with Y2K-related problems already?*
- (2) *Do you think the hype about Y2K is warranted? Is the topic receiving too much, just right, or too little attention?*
- (3) *Have you personally made any special preparations for Y2K?*
- (4) *As an I-O psychologist, have you dealt with any Y2K issues (e.g., with clients or as a topic of research)?*
- (5) *What (if any) are the psychological implications of Y2K in the workplace?*

Subj: RE: Comments for TIP

Date: 7/21/99 3:33:45 PM Eastern Daylight Time

From: WCamara@collegeboard.org (Camara, Wayne)

To: J9151@aol.com

1. I have no predictions on what may or may not happen. However, I have already experienced Y2K problems. I was traveling in the southwest with my family this spring and since we drove from the Grand Canyon to Phoenix we were quite anxious to get into our hotel room, get refreshed and hit the pool! My kids were especially anxious after the 4-5 hour drive, which meant I was really motivated to get into my room. Well, as we arrived at this resort on Camelback Mountain (around 1 p.m.), I noticed an awful lot of activity and an unusual amount of luggage and people in the lobby. I checked into the hotel and was told the computers were down. This evidently meant that they had no idea which rooms were available and which were occupied. They also had no idea which rooms had been cleaned or not and could not even verify my confirmed reservation. Upon some less than gentle prodding from me, the assistant manager (one of a gang of hundreds with this title I assume) told me this was a Y2K problem. You see—this was April 1st and the fiscal year for the resort hotels begins on this date. As an I-O psychologist with two very cranky kids who wanted to get into the pool after hiking the canyon for a few days, I decided to help the organization problem solve.

Since it was now 1 p.m., the hotel staff suggested my family go out to lunch and return around 4 p.m. (official check-in time) and that I would certainly get a room by then. Through a series of structured questions I surmised that the assistant manager had no idea when this problem would be corrected, what the problem was, or how to handle these people. He simply assumed that since the computers at the resorts shut down (because of Y2K) that this was tantamount to an act of God. I offered the hotel my own suggestions, and received no reaction when I showed the hotel staff my super-plus-gold-titanium-frequent stayer card.

When I asked if anyone had checked out of the hotel today. I was told "certainly." Next, I asked if other persons were allowed to check in, and was told "no." My razor-quick reactions told me that we had some undetermined number of open rooms. I then informed the hotel staff that I simply wanted one of these rooms and they would still have x - I open rooms to hold for others. I also suggested that perhaps the staff could physically check out rooms, or housecleaning submit a list of cleaned rooms each hour (offering ideas on how we could actually handle this problem with paper and pencils rather than a PC). Well, all my well-meaning suggestions did get me a free lunch (by now the staff, as confused and dazed as

they were, knew they wanted me out of there). I eventually did get my room at 4 p.m. and the Y2K problem was solved, but it was clear that this took everyone by surprise. The staff informed me that this same thing was happening at about 20 of the hotel's other resorts as well.

2. With today's increased reliance on PC-based and LAN-based systems, I still fail to understand how Y2K is such an enormous problem for so many companies. My own organization has had to reimburse other organizations that work for us to cover their Y2K expenses (which are in the millions of dollars). I have difficulty understanding why clients are obliged to cover costs for organizations that continue to rely on outdated mainframe systems. As a consumer, I am more than concerned about the additional costs we are incurring for similar problems.
3. As a precaution, I may return from vacation a day or two prior to the new year, but that will probably be it.
4. Nope.
5. A lot of concern for the integrity of data and ways to protect major systems. I see many workers very concerned over prevention in a relatively novel situation where problems are difficult to foresee or anticipate.

Wayne J. Camara
Office of Research and Development
College Board

Subj: Re: Comments for TIP

Date: 7/21/99 9:39:18 PM Eastern Daylight Time

From: gatsby24@earthlink.net

To: J9151@aol.com

Dear Janine:

Thanks for including me in your survey. Best of luck to you with gathering other opinions!

1. Although I believe that the United States will probably be adequately prepared to deal with Y2K, I am worried about the effects of the crisis on other countries that do not have the adequate resources to prepare for the event. I do believe that on the whole, the global economy will be affected and that this will indirectly impact us, as we are so closely tied to occurrences across the globe. I do think that things here may be a bit strained and perhaps we will see resource shortages, although I do not believe that there will be widespread famine, and so forth. There are other problems that may occur, not due to Y2K itself, but to the scare around it. As individuals begin to scramble

2. by removing money from the banks, hoarding food, and so forth, we may see some deep implications of the scare. That, in fact, may actually be the crisis. I think that the concerns surrounding Y2K are warranted. I do also believe however, that not enough information and not the right information is being given out by the media. It has become the big "black box" in a sense, and most Americans probably do not know the reality of what can happen. By not being informed, this may lead people to be quite scared, and therefore pull money out, and so forth. I think that the media needs to do a better job of sharing practical, realistic expectations about what will happen, and the right way to prepare for it. If people understand and feel comfortable, they will be more likely to respond in a rational manner.
3. I have advised my family, colleagues, and so forth, to have paper documentation of all important information such as stocks, insurance, deeds, and so forth, I also plan to have my car filled with gas and some spare cash on hand. Other than that, no.
4. At my company (a human resource consulting firm heavily tied to technological human resource solutions), we have a specialized Y2K division, devoted to ensuring that both ourselves and our clients will get through Y2K smoothly. Software is being adapted and tested, IVR systems are being updated, and so forth. Clients also are rightly concerned about the effects of this event, and do look to us as consultants for advice and assurance as well.
5. Unwarranted concerns about Y2K may lead to a lack of motivation on the part of those who believe that there will be a worldwide crisis. Apprehension may also lead to elevated stress levels. I believe the key to preventing this is through education and keeping employees aware of the issue in both realistic and practical terms.

Kim Hoffmaster
University of Central Florida

So according to Wayne, some people are already experiencing Y2K-related problems. That's too bad; it sounds like he had a very unpleasant holiday experience. On the bright side, it sounds like he's got the beginnings of a good plot for *National Lampoon's Y2K Vacation*. Potentially, Y2K could even be the next great excuse for screwing things up. I think it could possibly replace such time-tested excuses as "my dog ate my homework" or as an updated version of "our computers are down." I guess when Y2K comes around we will find out exactly how much we do rely on computers to get things done in our everyday life. Moreover, despite my general incredulity regarding the impact of Y2K, I do agree with Kim that things in Europe (and elsewhere in the world) seem a bit more tenuous with respect to Y2K readiness. However, as Kim further points

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out, hopefully people won't get panicky and create a self-fulfilling prophecy and our problems (if we have any) will be minor ones. I, for one, would prefer to start the next millennium off on the right foot, if I can.

Personally, I do not have any plans to prepare for December 31, nor have I dealt with any Y2K issues in the workplace. As for the psychological implications of Y2K at work—I'm not sure. It seems to me that the coming of the next millennium has certainly captured people's attention and is having some kind of effect on our daily lives, so a spillover into our work lives must be occurring on some level. Whether it is a positive or negative effect I don't know. Interestingly enough, the most recent edition of the president's column in the July/August issue of the *APA Monitor* is aptly entitled *Y2K Is Upon Us*. Although the column is primarily a call to action for psychologists the next millennium (e.g., along the lines of future areas for psychology in the 21st century), a few interesting facts about psychology and its growth since the last millennium are also provided. For example, even though 100 years ago psychology did not exist as a discipline, it is now one of the most popular undergraduate majors in the country. Moreover, APA is now the largest membership organization of professionals. This is all quite amazing when you think about it. Given the currently large and clearly burgeoning size of our field, psychologists may be pretty influential people in the next millennium. So, asteroids or not, the implications of Y2K for psychology are good ones, I guess.

As ever, I would like to thank my gracious contributors Wayne Camara and Kim Hoffmaster for their stories and comments. If we are still around in January 2000, I promise to tackle a more I-O relevant topic in my next column. As always, many thanks to **Allan Church** for his constructive feedback. If you have any feedback for me please feel free to contact me either by e-mail at J9151@aol.com or at W. Warner Burke Associates, Inc., 201 Wolfs Lane, Pelham, NY 10803 (914) 738-0080 (tel.), (914) 738-1059 (fax). See you in the next millennium.

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The Industrial-Organizational Psychologist

International Forum

Dirk D. Steiner

Université de Nice-Sophia Antipolis

The International Forum column continues to travel the world to explore the practice of our field outside the United States. In this issue, **Regina Hechanova-Alampay** and **Elena L. Samonte** introduce us to the field in the Philippines. For your comments and suggestions concerning this column, contact me at: **Dirk Steiner**; Département de Psychologie; Université de Nice-Sophia Antipolis 24, Avenue des Diables Bleus; 06357 Nice Cedex 4; France. E-mail: steiner@unice.fr. Phone: (33) 492-00-11-91. Fax: (33) 492-00-12-97.

I-O Psychology in the Philippines

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The Philippines is an archipelago in South East Asia. Its people are generally of Malay descent although its history has created a culture rich with Spanish, Chinese, and American influences. Colonization by the U.S., for example, brought about many lasting influences such as the English language, the system of government, and the educational system. The latter, in addition to industrialization in the country, has given rise to the emergence of I-O psychology as a field of study.

Psychology was first introduced in 1926 as a field of study at the University of the Philippines, with other universities soon following suit (Tan, 1998). Today, psychology is offered as a degree program in almost all major universities in the country. The field of I-O psychology, however, did not emerge as a separate field of study until the 1960s. Fr. Jaime Bulatao, one of the founding fathers of psychology in the Philippines, introduced the science of group processes to the Ateneo de Manila University (Ortigas, 1990a). The Philippine Institute of Applied Behavioral Science was established in the 1970s by Fr. Eugene Moran, together with Carmencita Abella, Teresita Nitorreda, and Jose de Jesus. It was one of the pioneer groups in adult education methodologies in the Philippines and introduced such alternative modes of intervention such as

laboratory or experiential training, sensitivity training (T-groups), and structured learning exercises (Ortigas, 1990a).

In the 1970s, with the boom in the exodus of the overseas contract workers (OCWs), the need for practicing psychologists grew. There was also a greater interest in the psychological aspects of worker morale and productivity (Torres, 1990), styles of management, and human resource development (Tan, 1998).

To date, graduate degrees in Industrial/Organizational Psychology or Organizational Development are offered in the Ateneo de Manila University, De La Salle University, Southeast Asian Interdisciplinary Institute (SAIDI), and the University of the Philippines (Ortigas, 1990b).

Although it is slowly gaining awareness in the community of psychologists in the country, the term "I-O" is still largely alien to most lay people. "Human resource management" (HRM) is recognized more, especially in the business community. The growing number of multinational corporations, human resource consultancies, and HRM practitioner organizations in the country have resulted in a relatively short time lag for the arrival in the Philippines of U.S. management practices.

The last two decades have seen a growing interest in I-O related research. Various studies on I-O related topics have dealt with the concept of work and productivity (Mirto-Flor, 1992; Carlota et al., 1988); the Filipino worker—their performance, problems, working conditions, and satisfaction (de Jesus, 1985; Ibarra, 1979; SyCip, 1982; Torres, 1981, 1988); work improvement teams (Agra, 1990; Galang, 1986; Gonzalez, Sosa, and Tongco, 1986); the influence of Filipino managers (Martinez, 1996); corporate culture (Gonzalez, 1987; Jocano, 1988); and organization development (Hechanova, 1992). Despite this, a survey of psychology publications reveals that only 5% of research in the Philippines is done in I-O (Bernardo, 1997). Bernardo (1997) attributes such a dearth to factors such as lack of research resources and the lack of a critical mass of researchers.

Such a dearth in I-O research is unfortunate because there are many potential areas for research in the Philippines. One such area is on the impact of geographical diversity in this country of more than 3,000 islands. The country is also known to have a large pool of overseas workers. The impact of domestic and international expatriation on the workers and their families is an area ripe for research.

To date, only 38% of the labor force in the Philippines is comprised of women (National Census and Statistics Office, 1998). Thus, the emergence of dual-career households is a relatively new phenomenon. The impact of work arrangements on individual and family well-being in the context of the culture is another area for research. In addition, whereas discrimination on the basis of age, sex, and handicap is prohibited under the Philippine constitution, the actual implementation and adherence to law needs to be studied more thoroughly.

English is a second language among Filipinos and is widely used in the business community. It is thus common to find Western I-O tools and programs being used in Philippine organizations. However, the question of how applicable

Western management concepts and programs, such as 360 degree feedback, empowerment, and self-managed groups, are to management in the Philippine culture is another area that needs more study. The emergence of the Sikolohiyang Pilipino (Filipino Psychology) movement in the 1970s raised such issues. As a result, some effort has been made to translate and/or develop indigenous instruments on personality and cognitive ability. However, there appears a need not only to develop more instruments, but also to validate their usefulness in predicting job performance.

Despite the uphill climb required before I-O psychology is firmly rooted as a productive and vital area of research and practice in the Philippines, there are also some bright prospects and opportunities that bode well for the discipline. In recent years, the demand for I-O training and enrollment in I-O graduate programs has increased steadily. Bernardo (1997) cites a clear and visible increase in demand for research leading to theory/models from non-academic sectors. Dayan and Bernardo (1997) also observe more cooperation between psychologists in academe and those in industry and private practice in the recent years. Finally, the emergence of information technology will allow Filipino I-O researchers more access to information and more opportunities for research collaboration with researchers outside their country.

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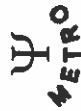
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Informed Decisions: Research-Based Practice Notes

Steven G. Rogelberg
Bowling Green State University

To design an effective employee selection system, the internal/external consultant must make a number of decisions concerning testing practices (e.g., administrative retesting) and validation study design (e.g., selecting a sample). Although research provides some guidance into what should be done, an examination of what selection practitioners are actually doing in practice may also be useful. To that end, this quarter's column presents and synthesizes data collected from an electronic mail survey of SIOP members' testing practices. These data not only serve to promote future research, but also allow practitioners to compare their own practices to the responses of their peers. If you have any comments/questions concerning this column please contact **Jim Conway** at ConwayJ@mail.ccsu.edu. If you have any ideas for future columns or would like to propose authoring a column or conducting a benchmarking type survey such as the one presented in this column, please contact me at rogelbe@bgsu.edu.

Selection Systems in Practice: What Are We Doing?

James M. Conway
Central Connecticut State University

Michael J. Piotrowski
The Hartford

Steven G. Rogelberg
Bowling Green State University

Employee selection practitioners, including both internal and external consultants, are faced with many decisions regarding testing practices and validation study design. Examples of testing practices decisions are whether to test internal as well as external candidates, whether to allow retesting of the same candidate, and how to combine a candidate's scores from multiple tests. Examples of validation study design decisions are whether to conduct concurrent or predictive criterion-related studies and, for concurrent studies, how to select participants.

Practitioners currently have little empirical data to guide these important decisions. One type of data that would be useful is documentation of colleagues' current practices. Knowledge of others' testing practices can be useful for several reasons. First, being aware of what colleagues are doing can spur a practitioner to reflect on and reexamine his or her own practices, and challenge existing beliefs about how things should be done. Second, internal or external consultants can use knowledge of common practices to establish credibility with clients by showing they are aware of the "state of the art." Third, documentation of current common practices can provide a springboard for evaluation re-

search. For example, if practices such as allowing retesting or granting exemptions from testing are common, it would be useful to examine the effects of these practices on validity.

Some testing issues have been addressed through surveys of current practices. For example, Dipboye (1992) summarized a number of surveys on the frequency of use of different types of tests, Ryan and Sackett (1987; 1992) documented individual assessment practices, and Ryan, McFarland, Baron, and Page (1999) compared practices such as extensiveness of test use in organizations from different countries. However, there is virtually no empirical guidance for decisions on policies such as retesting applicants and selecting validation study participants. To address this lack of data-based guidance for selection practitioners, we conducted an electronic mail survey of SIOP members' testing practices.

Method

Sample

We conducted a survey via e-mail. The population of interest was SIOP members involved in the practice of employee selection (i.e., internal or external consultants). To identify our sample we searched the 1998 SIOP Membership Directory and identified all members who met three criteria. To be included the member had to: (a) be employed in business, consulting, or government (i.e., have a nonacademic affiliation); (b) list an interest in personnel selection, validation research, or predictor development, and (c) provide an e-mail address. To avoid redundant survey responses, we examined the list to identify potential respondents from the same organization. Surveys were sent to multiple people from the same organization only if the people were clearly identified as being affiliated with different organizational units or were in different geographical locations. Otherwise a survey was sent only to the first person to appear (alphabetically) in the Membership Directory. Surveys were sent to 463 e-mail addresses. Of the 463 surveys that were e-mailed, we received messages that 141 were undeliverable. Therefore, our initial sample contained 322 individuals. Seven individuals replied and stated that they were not part of the target population (e.g., they did not do selection work), bringing the actual sample to 315 individuals.

Potential respondents were informed that they could reply in one of two ways. First, they could use e-mail, in which case responses would not be anonymous. Second, they could print the survey and return it through U.S. mail. The second option would allow for anonymity. Sixty-one responses were received, 44 via e-mail, 13 via U.S. mail, and 3 via fax. This represents a response rate of 19%.

Responses were received from selection practitioners employed in a variety of settings including businesses/corporations (33%), consulting firms (49%), government (14%), nonprofit (2%), and private practice (2%). Respondents reported spending 50% of their time (median value) on selection and had worked

in the field of personnel selection for a median of 13.5 years. For internal consultants the numbers of employees in their organizations ranged from 21 to 385,000 with a median of 21,500.

The Survey

We developed an initial version of the survey and pilot tested it by asking two SIOP members with selection experience to respond to the survey and make comments and suggestions. Based on their reactions we made minor revisions. The survey was divided into three major parts: (a) Testing Policies and Practices, (b) Validation Issues, and (c) Background (demographic) Questions. Questions on policies and practices concerned testing of both internal and external job candidates. Most questions had categorical response scales. Instructions stated that that internal consultants supporting multiple testing programs having different policies and practices should describe the policies and practices that were most common, and that external consultants should describe the policies and practices that were most common among their clients. There was little evidence of differences in responses of internal versus external consultants so only overall results are shown below.

Results

Questions appear below exactly as they did in the survey except that they are presented below in italics. For some questions respondents were instructed to "check one" response option, and for other question responses were instructed to "check all that apply." For each question frequencies (number of respondents endorsing a response option) and percentages appear next to each response option. Percentages were computed by dividing the number of individuals endorsing a response option by the total number of individuals who responded to that question (i.e., those who did not respond to a question were not included in the denominator when computing percentages for that question). For "check all that apply" questions, percentages sum to more than 100.

Testing Policies and Practices

Are internal candidates (i.e., employees) tested? (check one)

- 23 (41%) Yes, all internal candidates are tested regardless of current position.
- 26 (46%) Yes, internal candidates are tested but only those in jobs significantly different from the one applied for.
- (13%) No, internal candidates are not tested.

Are candidates given feedback on their test results? (check all that apply)

- 41 (67%) Yes, internal candidates are given feedback
- 31 (51%) Yes, external candidates are given feedback
- 17 (28%) No

If yes, what type of feedback is provided? (check all that apply)

- 8 (20%) Raw Scores
- 9 (22%) Percentile Scores
- 8 (20%) Score Categories (e.g., high/intermediate/low, quintiles)
- 27 (66%) Overall Results (e.g., pass/fail, qualified/not qualified)
- 12 (29%) Narrative report
- 14 (34%) Other (e.g., number in candidate list; actual review of test questions; converted scores; competency-based feedback without scores)

Are hiring managers given information on candidates' test results? (check one)

- 49 (80%) Yes
- 12 (20%) No

If yes, what type of information is provided? (check all that apply)

- 10 (22%) Raw Scores
- 18 (39%) Percentile Scores
- 18 (39%) Score Categories (e.g., high/intermediate/low, quintiles)
- 30 (55%) Overall Results (e.g., pass/fail, qualified/not qualified)
- 19 (41%) Narrative report
- 12 (26%) Other (e.g., number in candidate list; areas of strength and weakness; converted scores; bands)

Do managers have access to an employee's test results after the initial hiring or placement decision has been made? (check one)

- 24 (43%) Yes
- 32 (57%) No

Is administrative retesting allowed? (Administrative retesting means simply providing another opportunity to test; there is no reason to question the validity of the original test score.)

- 48 (80%) Yes
- 12 (20%) No

If administrative retesting is allowed, is there a limit on the number of times the test can be taken? (check one)

- 26 (57%) No
- 20 (44%) Yes, a maximum of 2 [median of 17 responses ranging from 1 to 3] retests are allowed.

If administrative retesting is allowed, how long must the candidate wait before retesting?

- 7 (16%) No wait required
- 38 (84%) Yes, the candidate must wait 6 [median of 38 responses ranging from 2 weeks to 24 months] months before retesting.

Are exemptions from testing ever granted for reasons other than disability? (check one)

- 40 (69%) No
- 18 (31%) Yes

How are test results used to make selection decisions?

- 10 (17%) Top down selection
- 11 (18%) Test score banding
- 32 (53%) Pass-fail cutoff score
- 26 (43%) Combined approach

If cutoff scores are used, are exceptions ever granted? (i.e., can candidates who do not meet established standards be hired?)

- 23 (74%) No
- 8 (26%) Yes

For how long are test scores considered "valid" and potentially usable for decision making? (e.g., if a candidate had taken a required test in the past when applying for a different job)

- 21 Months (median of 44 responses ranging from 6 to 60 months)

If multiple tests are used (e.g., personality and cognitive ability), how are results on different tests integrated?

- 28 (49%) Multiple hurdle (i.e., minimum standard set on each test)
- 15 (26%) Mechanical compensatory process (e.g., regression weights)
- 14 (25%) Judgmental compensatory process
- 20 (35%) Combination approach

If personality tests with multiple scales are used, how are scores from different scales on the same test integrated? (check one)

(Note: a number of respondents checked more than one option.)

- 11 (36%) Results for all scales are provided to decisions makers
- 2 (7%) Results for a subset of scales are provided to decision makers
- 13 (42%) A mechanical compensatory approach is used (e.g., regression weights, simple sum)
- 6 (19%) A cutoff score for each scale is established
- 5 (16%) Other (e.g., decision makers use narrative; external consultant provides an interpretation)

If both paper-and pencil and computer versions of a test are available, are different norms used for each type of administration?

- 4 (18%) Yes
- 18 (82%) No

Are candidates who request accommodations during testing due to a disability required to provide documentation of their disability? (check one)

- 35 (64%) Yes
- 20 (36%) No

Validation Issues

Of criterion-related validation studies you conduct, what percentage are:

- concurrent: median = 88% (54 responses ranged from 0 to 100)
- predictive: median = 10% (54 responses ranged from 0 to 100)

When selecting a sample for a concurrent validation study, do you typically: (check all that apply)

- 33 (72%) Exclude employees with limited experience?
- 11 (24%) Exclude employees with a relatively high degree of experience?
- 23 (50%) Oversample minority employees?
- 20 (44%) Oversample women or men (if underrepresented in the job)?
- 13 (28%) Other (e.g., sample high and low performers; all eligible employees participate; statistical sampling for subgroups; exclude high-experience employees; sample across geographic regions; sample across age groups)

Is participation in concurrent validation studies mandatory or voluntary? (check one)

- 2 (4%) mandatory
- 15 (29%) voluntary—clearly stated that participation is voluntary/optional
- 33 (65%) voluntary—participation strongly encouraged not compelled if employee refuses
- 1 (2%) Other

Are employees who participate in validity studies given feedback on their test results? (check one)

- 19 (37%) Yes
- 32 (63%) No

If yes, what type of feedback is provided? (check all that apply)

- 5 (23%) Raw Scores
- 12 (55%) Percentile Scores
- 4 (18%) Score Categories (e.g., high/intermediate/low, quintiles)
- 7 (32%) Overall Results (e.g., pass/fail, qualified/not qualified)
- 4 (18%) Narrative report

If personality tests are validated in concurrent studies and feedback is given to employees, are employees provided with scale definitions? (check one)

- 13 (87%) Yes
- 2 (13%) No

What are employees in concurrent validation studies told about the use of their test scores? (check all that apply)

- 46 (89%) test scores are confidential
- 48 (92%) test scores will only be used for research purposes
- 40 (77%) test scores will not be shared with management

- 47 (90%) test scores will not affect your career in any way
- 7 (14%) test scores will be seen by managers
- 2 (4%) test scores will be used to make personnel decisions
- 0 (0%) nothing

What are employees in concurrent validation studies told regarding the "mindset" they should adopt when taking the test? (check all that apply)

- 30 (60%) try your best/ it is important that you try to obtain a good score
- 12 (24%) assume/pretext that you are taking the test as an applicant
- 13 (26%) answer as you would have when you were applying for this job
- 4 (8%) managers will be evaluating the performance of employees in the study
- 4 (8%) nothing
- 6 (12%) other (e.g., answer honestly/accurately; you will receive feedback on results)

What changes do you see having an impact on personnel selection practices in the future?

There were 30 responses to this open-ended question. The most frequent response regarded technological changes. Four respondents simply referred to technological advances, nine mentioned internet or intranet testing issues (e.g., security, identity of test-taker) or use of the internet for advertising and receiving applications, and ten mentioned other uses for computers (e.g., computerized adaptive testing). Other issues included increased use of noncognitive predictors such as personality tests (four responses), changes in the nature of work such as less rigid classifications and more team-based work (four responses), and the declining availability of qualified applicants with impacts such as lowered cutoff scores and less emphasis on selection (four responses). Two individuals mentioned that organizations want things done quickly so creative approaches to validation are needed.

Discussion

These data indicate that common policies and practices (i.e., percentage of at least 70) include giving hiring managers information on candidates' test results (80%), allowing administrative retesting (80%) but imposing a waiting period before a candidate can be retested (85% of those respondents who allow retesting), and not granting exceptions to cutoff scores (74%). It was also striking how frequently feedback is provided to candidates. Some respondents even reported that candidates receive a review of all test questions. Another notable practice is the use of pass-fail cutoff scores, reported by over half the respondents. It is well known that dichotomizing a variable reduces correlations with other variables (such as job performance; Hunter & Schmidt, 1990) so the effect of using cutoff scores is likely to be a reduction in validity and utility.

One notable result regarding validation is that the typical respondent conducts 88% of validation studies using concurrent designs. It is also common to

stress that test scores will be confidential (89%), will be used only for research purposes (92%), will not be shared with management (77%), and will not affect the participant's career (90%). The desire by organizations to get things done quickly (noted in responses to the survey's final, open-ended question) may result in an even greater emphasis on concurrent validation. It would therefore be useful to know whether results of concurrent and predictive studies are comparable for a variety of types of tests such as interviews and biodata.

We hope our results will be useful to SIOP members in their practice. Survey data could initiate consideration of whether current practices are optimal. An example is the use of pass-fail cutoff scores, which can reduce validity and utility. Practitioners might consider the potential benefits of alternative strategies.

We also believe practitioners will find it interesting and useful to compare their own practices to the responses of their peers. Little empirical data exist on selection practices, and day-to-day work activities generally afford very limited opportunities to discuss and compare practices with colleagues. If a practitioner discovers that his or her own practice is in the minority, it may encourage thought about why he or she does things differently than others, and consideration of other methods. For example, a practitioner whose organization allows exceptions to cutoff scores is in the minority according to our data. This practitioner might consider the effects of granting exceptions, and whether to attempt a change in policy.

We recognize that practitioners face many (sometimes competing) demands and do not have complete control of testing practices. There may be a strong desire by managers to grant exceptions to cutoff scores, for example, so the practitioner must consider not only what is common practice, but also how much resistance to change would be encountered and what negative consequences there might be. We also cannot be sure of the generalizability of our results. We cannot know exactly how results would change if a higher percentage of SIOP members responded. However, we believe these results are an important addition to a literature previously containing very little data to guide practitioners' decisions on many important testing and validation practices.

In closing, we wish to thank those who took the time to respond to our survey, providing other SIOP members with valuable information about their own practices.

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Global Vision:

Recognizing Our Organizational Paradigms: Lessons from a Historical Review of the Contribution of Work Psychology from Three Continents to Occupational Health and Safety Management

Charmine E. J. Härtel

University of Queensland, Australia

The aim of *Global Vision* is to provide a forum for discussing international developments in practice, research, and theory especially in relation to emerging views and characteristics of workforces and workplaces. Much of the research that SIOP members read investigates organizational issues from a North American perspective using data collected in the U.S. Of course, theoretical perspectives and management perspectives of organizations are shaped by a range of factors, including culturally specific factors. Recognizing the diversity in organizational science highlights the need for embracing a multicultural perspective in our discipline. The aim of this column is to facilitate our grasp and embrace of the multiculturalism of our discipline by presenting theory and data from around the world relating to organizational practices. The informative value of the column depends heavily upon the knowledge, experience, and intuition of organizational researchers and practitioners from around the world. You can personally help by sending me a note—be it a problem you are trying to solve, research you are conducting, a consulting tip, something you'd like to hear about, or the name of a person or organization you recommend that I contact. You can also send newspaper clippings, references to a great article or book you read, conference papers, or areas of emerging controversy (for your organization or for theory). Further, I am seeking organizations or academic departments to profile that provide examples of innovation in philosophy, research, development, application, or implementation aimed at addressing the need for multicultural appreciation in the research and practice of I-O. I am eager to receive your ideas and submissions. You can reach me at any of the following: Graduate School of Management, The University of Queensland, Brisbane, Queensland 4072, Australia; Phone: +61 7 3365-6747; Fax: +61 7 3365-6988; E-mail: c.hartel@gsm.uq.edu.au

In this column, Professor Phil Bohle's international historical analysis of the development of work psychology and its influences on occupational health and safety management is showcased (Bohle, 1993). Phil is chair in the School of Industrial Relations and Organisational Behaviour at The University of New South Wales in Sydney.

A Historical Review of the Contribution of Work Psychology from Three Continents to Occupational Health and Safety Management

Phil Bohle

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Work psychology, as an independent academic discipline, emerged in the late nineteenth century. Interestingly, the negative effects of the industrial engineer Frederick Taylor's "scientific management" unwittingly created a niche, one which work psychology would fill. Taylor's focus on work efficiency, work standardization, and the control of employee initiative and autonomy, led to hostility and conflict between management and employees. Work psychology emerged to find ways to mitigate these problems while maintaining the objectives of scientific management. In this way, Taylor shaped much of the content of early work psychology as well as the techniques used to investigate these issues.

The outbreak of World War I created a new niche that widened the areas of concern to work psychologists. In the early war years, psychologists developed knowledge and practice in the areas of assessment, selection, and training. Later, the Health of Munitions Workers Committee in Britain initiated research into the relationship of fatigue and health with productivity. Recognition of shiftwork, shift duration, and environmental features of work as causes of accidents emerged as a result of this research endeavor.

In his *Lectures on Industrial Psychology* (1917), Australian Bernard Muscio argued that injury rates, health, and productivity should be managed by increasing worker discretion and using more effective work practices rather than working people harder and longer. These challenges to Taylorism continued, becoming more prominent after the war. In particular, psychologists argued that people should not be treated like machines because the antecedents to the productivity of people were differentiated from the antecedents to productivity of machines by mental and physical factors. Furthermore, psychologists identified individual differences in these mental and physical factors as important considerations in productivity management. Work psychology was now arguing that productivity should be managed by changing the processes and settings of work, a significant philosophical shift from Taylor's focus on changing the worker to fit job characteristics. The theory and research arising from this new philosophy contributed to the emergence and development of the fields of ergonomics and human factors.

The identification of individual differences as important considerations in worker productivity stimulated research in the area. Psychometric assessment, as a dominant practice in work psychology since its inception, shaped much of the research undertaken. Differences, especially in personality, that predicted the injury rates of individuals were sought out. The identification of such factors (e.g., accident proneness) provided the impetus to shift the responsibility of acci-

dents away from the characteristics of work processes and conditions to the individual worker. Consequently, good management of health and productivity was said to rely on assessment, selection, training, and the control of physical working conditions. The focus on individual behavior and dispositions resulted in studies examining the relationship of individual characteristics with injury, which frequently excluded simultaneous investigation of situational and environmental factors. In the absence of considering the latter, research was amassed which identified individual characteristics as the primary cause of injury.

In 1924, the Hawthorne studies were initiated. The expatriate Australian, Elton Mayo, along with researchers from Harvard Business School published the most authoritative accounts of these studies. Their conclusions that social factors rather than management and financial factors were the major determinant of productivity reflected "the shared interests of researchers, managers, and private enterprise, but not those of the workers." Although their conclusions are widely rejected today, they served as a cornerstone for the "human relations" movement that would ensue.

The human relations movement "replaced the existing psycho-physiological model of behaviour in work psychology with a socio-emotional one." This paradigm placed an emphasis on attitudes, emotions, internalized motives, and the social environment as mediators of the relationship between work conditions and behavior. This view conceptualized ill health and injury as "symptoms of social maladjustment of the individual worker, rather than as predictable responses to organizational or environmental factors." External factors were disregarded as causes of negative reactions at work. Instead, workers' maladaptive responses to external factors were claimed to be the causal explanation for negative responses. Thus a key aim of research and practice carried out in this paradigm was to achieve worker cooperation through interpersonal relations rather than changes in organizational systems.

World War II led to a widespread resurgence in research activities aimed at developing new areas and methods for psychometric assessment. Vocational guidance and rehabilitation services emerged in response to the needs of returning service men and women.

In the postwar period, engineering psychology expanded as a field, contributing to the understanding of the interfaces between humans and machines and between humans and the physical environment. This discipline, which is a foundational cornerstone of ergonomics, seeks to identify ways of modifying the work environment that increase its compatibility with human characteristics.

In addition, in the postwar period, organizational psychology emerged as a sub-field of work psychology, which previously comprised only the field of industrial psychology. Organizational psychology maintains a human relations paradigm, evoking individual, group, and social explanations of organizational outcomes. In keeping with the human relations paradigm, organizational psychology ignores "structural and intractable conflicts of interest between man-

agement and workers" and views ill health and injury as the result of "the social or psychological maladjustment of individual workers."

Another important development in the postwar period was the development of the socio-technical model by the Tavistock Institute in the United Kingdom. Fred Emery, an Australian, was a leader in this movement, which aims to simultaneously optimize social and technical processes. This approach, which laid the foundation for the Quality of Working Life Movement, redirected attention to "organizational and environmental sources of ill health and injury." The approach, however, fails to recognize the role of organizational and industrial power structures in shaping working conditions.

In recent history, occupational health and safety management has been significantly influenced by advances in stress research and the emergence of health psychology as a discipline. Health psychology represents a major departure in perspectives on health at work. In particular, it recognizes the role of community, incorporates behavior modification techniques, and it reframes interventionist approaches as aiming to promote and maintain health rather than to treat ill health. The approach, however, relies on individual responsibility and control over the factors influencing health.

Recognizing the Organizational Paradigms We Adopt and Their Role in the Questions We Ask, the Studies We Design, and the Conclusions We Make

The historical analysis presented in this edition of *Global Vision* again illustrates that the field of I-O or work psychology is the product of international contributions. Phil's analysis also underscores how the predominant philosophical stance toward work adopted by work psychology at any given time influences the direction and target of our research and practice. These paradigms define research and practice values, objectives, scope, methods, stakeholders, and so forth. Just as we recognize the effect of the scientific paradigm (e.g., positivism, realism, critical theory, constructivism) we adopt for our research on the questions, methods, and conclusions we elicit, we need to recognize the influence being exerted in parallel by the organizational paradigm we adopt.

Column Mission and Call for Contributions for Upcoming Columns

My goal for this column is to discuss within a global framework the future of practice and research related to work and the workplace. The effectiveness of I-O research and practice in different cultural settings requires an understanding, openness, and appreciation of the societies in which we operate. As such, it is imperative that you share your learnings from your international experiences and that those of you outside of North America share the perspectives of your home countries. To this end, I hope that, no matter where you are in the world, you will e-mail, call, write, or fax me (see contact information above)

with your suggestions, views, requests and contributions (the name of an organization or academic department I can profile in a manner consistent with the goals of this column, newspaper clippings, company program pamphlets, news of research-in-progress, experience with OD and HR strategies/programs and any other information—nothing is too small). Please send any information relevant to the points discussed in this column along with your ideas for future topics to me at the address above.

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Early Careers: Another New Beginning

Dawn Riddle
University of South Florida

Lori Foster
East Carolina University

Welcome to Early Careers—the newest addition to your beloved *TIP* publication. The purpose of this inaugural issue is to introduce the column and describe its objectives, format, and intended audience. We begin our account with a bit of retrospection. Remember way back to the beginning of graduate school? Everything was new and exciting. You had a million questions about psychology, your new role, and how to succeed in such a novel environment. Fortunately, most of you had some help navigating your way through graduate school. Experienced peers and instructors offered inside information about which classes had grueling loads, which major professors could get you through your thesis with the fewest scars, and how to balance life and graduate school. Yes, with the help of various mentors, you gradually learned the ropes.

But wait! Just when you were starting to get the hang of things, something remarkable happened... you graduated. You slipped on the 'ole cap and gown, smiled for the camera, shook hands, grabbed your diploma, walked off the stage, and abruptly relinquished your "top dog" status. It's hard to believe that after 2, 4, or *n* years of seminars, internships, and finally that last research project, a single tassel-adorned ceremony can catapult a person back to rookie classification, but that's exactly what happened. You moved on to another new beginning—the beginning of your professional career. Suddenly, you face a world that is new and exciting. You have a million questions about psychology, your new role, and how to succeed in such a novel environment. Sound familiar?

Faced with a new beginning, most folks revert to strategies they've employed successfully in the past. Most Early Career-ians (academicians and practitioners alike) seek the guidance of experienced coworkers or other professional resources to gain helpful hints, pointers, and advice. And this is exactly where *TIP*'s newest regular feature comes into the picture. The main objective of the Early Careers column is to address important issues, problems, and questions faced by I-O psychologists during the early stages of their professional lives. With input from many experienced folks, the column will serve as a professional resource or compass of sorts to help academicians and practitioners navigate through the initial days of their new careers. It's kind of like mass mentoring!

Why Focus on Early Careers?

Although the need for a column of this sort seems obvious to some (e.g., those of us seated in the greenhorn section), the impetus behind the creation of

Early Careers is worth noting. As many good I-O things do, it all began with SIOP. The idea for focusing on early career issues originated within the SIOP '99 Program Committee led by Mike Burke. In response to the Society's increasing student population (this year's SIOP membership information shows students nearly outnumber Members—2,497 Students and 2,634 Members [N.B. the Member category does not include fellows, associates, foreign affiliates, and retired members—groups which currently total 896 additional nonstudent members]), the Program Committee invited three sessions to focus on early career topics. The sessions were designed to offer beginners' manuals (so to speak), imparting keys to success in both practice and academe. This year's conference program communicated a subtle yet unmistakable message emphasizing the need for guidance, education, and socialization for new I-O psychologists...and the overwhelming, standing-room-only response to this special event series confirmed the suspicion: SIOP members crave information about early career issues!

Yes, early careers are indeed on the minds of SIOP members. We might also mention that early career issues are especially on the minds of these two SIOP members. All right, we admit it, our motives are not totally selfless. As two early career psychologists, we need this column as much as anyone does! With a vested interest in the column's success, we're eager and grateful for the opportunity to explore the relevant issues and walk our early career paths with *TIP*.

Who Should Read an Early Careers Column?

EVERYONE! Okay, so that was a gut response from the authors, but it might not be entirely unjustified, as we'll suggest in a moment. If your initial thought was "new I-O psychologists," you are right on target! Newly minted I-O academicians and practitioners alike will find this column useful. However, these are not the only people who will benefit from our new *TIP* installment. In fact, we have two words for those who consider themselves beyond the "early career" years: stick around. This column promises to touch on topics relevant to you too. Although the column speaks to professional issues from an early career perspective, much of the subject matter is relevant for I-O types at various stages of career development. In addition, Early Careers will provide useful and entertaining "behind the scenes" information from successful I-O professionals—a must-read for both novice and experienced psychologists alike!

The Column's Format

Each issue of the Early Careers column will contain two main segments. The first is aptly entitled *The Industrial-Organizational Psychologist* (get it, *TIP*?). In keeping with SIOP's "TIP" acronym, this segment takes a look at *The Industrial-Organizational Psychologist* of today. It will feature both a professional and a personal analysis of an established, successful I-O psycholo-

gist. The professional aspect of this first segment will outline various roles and jobs performed by our featured psychologist, illustrating the model leading him or her to a successful career in I-O. The personal inquiry will satisfy even the most inquisitive reader, offering a feel for the person behind the name, and perhaps providing tips regarding practices leading to success. The featured psychologist will have the opportunity to address questions such as:

1. What do you do to relieve stress?
2. What do you do during your time off?
3. If you were stranded on a desert island and had one piece of reading material, what would it be?
4. Do you have a nickname? If so, how did you get it?
5. What is your favorite beverage?
6. Do you have a routine that you like to follow?
7. What factor(s) contributed significantly to your success? What factor(s) do you think might be critical to the success of others, in general?

In addition to professional and personal info, each issue will include a photo of our featured mentor, allowing readers with limited experience to put a face with the name and hopefully avoid those potentially embarrassing conference social hour mishaps! In short, our features promise to advance your social adeptness, but more importantly, they will provide insights into the personal and professional workings of successful folks from whom you might glean a tip adaptable for your own success!

Whereas the first regular segment of each column will feature an established psychologist, the second segment, entitled "Career Gear," will tackle a topic that our featured mentor deems important to early career types. Having experienced professionals identify the "Career Gear" subject matter will help to ensure we investigate and report on issues that are timely, poignant, and useful. In researching these focus topics, we will gather experiences and opinions from both new psychologists and experienced I-O professionals. When appropriate, we will also draw from the media and other relevant literature.

In sum, the column's format should facilitate discussions of important issues, problems, and questions faced by I-O psychologists during the early stages of their professional lives. By featuring established individuals in The Industrial-Organizational Psychologist segment, we hope to contribute to the mentoring flavor of the column in a "Who's Who" kinda fashion. By asking our feature mentors to guide the content of the "Career Gear" segment, we will attempt to provide a useful compass to help our readers navigate the early days of their professional lives.

Help!

The success of this new column clearly depends upon input and feedback from numerous people, including our featured mentors and YOU. Because we

want to address the topics that are important to our readers, we encourage you to communicate with us during this career development journey. In this regard, there are three areas where we currently need your help:

1. Identifying feature mentors. Is there an established psychologist who you'd like to learn more about? If so, send us the name, and we'll consider featuring that person in a later column.
2. Interviewing feature mentors. What do you want to know about our feature mentors? We previously listed a handful of questions/issues for our featured psychologists to review. Take another look at this list, and send us additional items that we might add to our pool of general interview questions. In addition, at the end of each column we'll try to let you know who will be featured in the next issue (no ironclad promises here). This will give you an opportunity to send in that question you've always wanted to ask of ... our next featured psychologist. We'll do our best to get you an answer! Don't forget, the Q&A portion of The Industrial-Organizational Psychologist segment focuses on the personal side of the person!
3. Gathering critical incidents. We are currently collecting descriptions of "lessons learned" for a later issue. In the spirit of the Critical Incidents Technique, we'd like you (yes, we are talking to you!) to identify an early career triumph or tribulation, describing the conditions and the problems that you faced, the action that you took, and the consequences of your career-related behavior. When we receive an adequate number and range of descriptions, we will incorporate them into an Early Careers issue. Importantly, these types of critical details can communicate a wealth of information to new psychologists, providing real-life tips for success and pitfalls to avoid.

We appreciate your input regarding any or all of the opportunities above. You can reach us via the options provided at the end of this column. If you prefer to remain anonymous, please indicate this when you contact us.

A Final Note

We are very excited about this new addition to *TIP*, and we hope you are too! We will close with one valuable piece of career-related advice: stay tuned. Be sure to catch the upcoming January 2000 issue of Early Careers, which features none other than Eduardo Salas. (Yes, this blatant plug is a shameless attempt to convince you to read our next column!) Dr. Salas is an established psychologist who recently transitioned from the Naval Air Warfare Center in Orlando to the University of Central Florida, and he promises to offer useful guidance that you simply don't want to miss. If you have any questions you'd like to ask of Dr. Salas (e.g., if he were a tree what kind of tree would he be?),

or other questions or issues that you would like the Early Careers column to address, you may contact the editors via the options presented below.
See you next millennium!

To contact the Early Careers editors:

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Building Bridges

K. Denise Bane

The Orris Center for Professional Development

Welcome to the first column of *Building Bridges*. This column, a forum for the SIOP Committee on Ethnic Minority Affairs (CEMA), will serve as a useful tool for anyone interested in improving networking skills. In future columns I will cover topics such as making the most out of professional conferences, maintaining a conversation after you say "hello," practicing proper business card "etiquette," staying in touch throughout the years, and building lasting relationships with your colleagues. This column will be of benefit to academics, practitioners, and students wishing to improve their networking skills. In this first column, I focus on the importance of networking, as well as on some networking strategies.

What is Networking?

Initially, I considered entitling this column "Working the Room," but I was afraid that would conjure up some of the negative perceptions of networking—smarmy conventioners ramming their business cards in your hand as they turn to see whether anyone more important is in the room. This is not the vision of networking to which I am referring. I am talking about the process of sharing information, contacts, ideas, resources, advice, and so forth, for the mutual benefit of both parties. If you have established and nurtured your network properly, you will have developed several new, lasting professional and business relationships.

Why Should I Network?

First of all, let's face it. The very old adage: "It's not what you know, it's who you know," has been replaced by a more accurate one: "It's not who you know, it's who knows you!" In order to be a success, it is important to focus on getting your name out there, and helping people to connect your name, face, and skill set with potential opportunities.

Those who are currently on the job market know the importance of networking. The majority of positions are filled through referrals. Networking is of value to others as well. Consider the following scenarios: You have a terrific idea for a new research project, but you cannot do it alone and need to find a collaborator. You are considering applying for a position at another university, and you need to submit three letters of recommendation. You have a new consulting practice but don't know how to reach your target market. All of these problems could be solved through networking.

How Should I Network?

Perhaps you already know that networking is valuable, but you don't know how to get started. Networking, like many skills, is an acquired talent that can be developed, with practice, over time.

Identifying your "gives" and "gets." Successful networking is not merely a process of exchanging business cards. You must network with a purpose. You are attempting to achieve a desired goal. Begin by identifying your "gets." What do you hope to accomplish through networking—a new position, additional clients, tenure, promotion, a research site? Next, think about what you have to offer others, your "gives"—experience with SPSS or SAS, a new marketing method, stacks of survey data that have yet to be analyzed? Remember that networking involves an exchange. It is the process of trading what you have for what you need.

Identifying contacts. Who are your potential contacts? A good starting point is to think about the people most likely to help you get your "gets:" your colleagues, coworkers, current and former professors, clients, family and friends, acquaintances met at professional meetings, conferences, and workshops, and more. However, don't limit yourself to people you already know. The person you meet at next week's seminar may not be the person who has the data you need, but they may be a connection to the person you need.

Connecting. Be prepared to make "meaningful small talk." Don't just talk about the weather. Talk about what you learned from the guest speaker, about what brought you to today's meeting, about the difficulties you have been experiencing in obtaining research subjects. It is through the casual conversations you have with people that they begin to understand your needs and through which you can understand theirs. Once you have developed rapport, exchange business cards. Jot down some information about the person on the back of the card to jog your memory later. For example, where you met and what you discussed. I learned this lesson the hard way. Too many times I have come home from a conference with a briefcase full of cards from people I could not remember.

Staying in touch. The SIOP conference is several months behind us now—did you follow up with everyone you said you would? Follow-up is the most important part of networking. If you said you'd call—call! If you said you'd send a copy of your paper—send it! Simple? Yes. But often when we return home we forget about the promises that we made. I know that you're busy. We all are. We don't always have the time for getting together for lunch to nurture the new relationships we've established. However, that shouldn't be an excuse for not keeping up with the new people you've met. Why not let the wonders of modern technology work to your advantage? E-mail, voice mail, and faxes are all quick ways of keeping in touch. "Snail mail" is still effective too!

The title of this column is "Building Bridges." I wouldn't want to cross a bridge that was built in a day. Bridges, like relationships, require time. The key is to stay in contact with the people in your network so that they remember you at the next conference. The consultant you met at last week's workshop might not know of any position openings today, but she might have the perfect position for you 6 months from now. Wouldn't it be a shame if she couldn't remember your name?

When and Where Should I Network?

Whether you are a student, academic, or a practitioner, when it comes to networking, you are in the business of sharing information. Obviously, some of the best places for information-sharing are professional conferences, such as the conferences of SIOP, the American Psychological Association, the American Psychological Society, and the Academy of Management. Look for regional and local conferences, workshops, and meetings, as well. You can also network in the comfort of your own home office, through e-mail discussion groups. To join the CEMA discussion group, send the following one-line message to listserv@lists.cudenver.edu: SUBSCRIBE CEMA [your name].

You can and should be prepared to network everywhere and all the time. In fact, just the other day I was on the train, when the man sitting next to me commented on the book I was reading. We struck up a conversation and he told me he was a computer consultant. He was able to give me a number of good ideas about getting my web site up and running. Had I not been open to the conversation, I might have missed out on some good tips!

Most importantly, don't wait until the eleventh hour to begin networking. It takes time to cultivate contacts and to develop trusting, reciprocal relationships. Few people will put forth a great deal of effort to help a stranger find a job, but they might for a person they met at a conference long ago, and with whom they have kept in contact over the years.

Read About Networking

A vital part of this column will involve sharing strategies for success. In this section, I will list popular networking books and informative research-based articles. Reviews of these and other networking titles are welcome.

Baber, A., & Waymon, L., (1992). *Great Connections: Small Talk and Networking for Business People*. 2nd Edition. Manassas Park, VA: Impact Publications.
Fraser, G. C. (1994). *Success Runs in Our Race: The Complete Guide to Effective Networking in the African American Community*. New York: William Morrow & Company.

CEMA News

As Beth Chung, CEMA Chair, mentioned in the last issue of *TIP*, the networking task force has several activities planned for SIOP 2000. If you would like to be involved in the networking task force, please contact me. Suggestions for activities and programs are encouraged.

If you would like to be included in the mailing list/directory of individuals interested in CEMA activities, please contact Crissie Frye at cmfrye@aol.com.

Jim Outtz heads the mentoring task force and is seeking ethnic minority protégés who have either already graduated or are very advanced in their Ph.D. program. If you would like to have a mentor, you may contact him at jouttz@aol.com.

Final Thoughts

Some of you may be successful networkers with lots of tricks of the trade to share. Others may be just learning how to network and could benefit from the experiences of others. I look forward to sharing networking ideas and suggestions with you, and I hope that you will also share your thoughts, advice, and questions with me. Let's make this an "interactive" column. See you next issue!

If you have comments, column ideas and/or would like to contribute to *Building Bridges*, please contact K. Denise Bane, at The Orris Center for Professional Development, 1010 Prospect Avenue, Plainfield, NJ 07060, Tel: (908) 561-4427, Fax: (908) 561-6009, dbane@orriscenter.com.

Affirmative Action: A Review of Psychological and Behavioral Research

by

David A. Kravitz, David A. Harrison
Marlene E. Turner, Edward L. Levine,
Wanda Chaves, Michael T. Brannick,
Donna L. Denning, Craig J. Russell,
Maureen A. Conard

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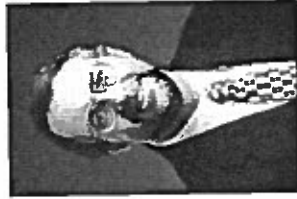
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The 1999 New SIOP Fellows

The Fellowship Committee is pleased to announce that based on its recommendations, the SIOP Executive Committee has elected the seven persons listed below as Society Fellows in 1999. These seven new Fellows are pictured below, with a brief description of their contribution to the field and the profession. We congratulate the new Fellows!

Seymour Adler



Dr. Seymour Adler (Cofounder and Senior Vice President of Assessment Solutions Inc.) is awarded Fellowship for his innovative work on selection and assessment. His work has had an outstanding influence on the business community by promoting the use of rigorous, fair, and effective methods for evaluating and selecting employees in customer service positions.

Wayne J. Camara



Dr. Wayne J. Camara (Executive Director of the Office of Research and Development, The College Board) is awarded Fellowship for his service to SIOP as a spokesman on the statistical, practical, and ethical issues surrounding testing. In positions held at HumRRO, APA, and the College Board, he has made unique and unusual contributions by advocating legislative and public policies consistent with the mission of SIOP.

Jerry W. Hedge



Dr. Jerry W. Hedge (President, Personnel Decisions Research Institutes) is awarded Fellowship for his exemplary work as a scientist-practitioner. His innovative research on performance assessment, especially in the Air Force Job Performance Measurement (JPM) program, has had an outstanding influence on assessment practices in the military and on the way I-O psychologists view job performance and criterion development.



Peter W. Hom

Dr. Peter W. Hom (Professor of Management, Arizona State University) is awarded Fellowship for his outstanding contributions as a scholar to research and theory on turnover. By testing alternative models and developing methods of measurement, he has fundamentally influenced the understanding of the complex forces that account for an employee's decision to leave an organization.

Lynn M. Shore



Dr. Lynn M. Shore (Professor of Management, Georgia State University) is awarded Fellowship for her unique and outstanding scholarly contributions to the literature on individuals' attachments to their employing organizations. Her research on organizational commitment has contributed to the understanding of the dynamics by which employees identify and support their employment organizations and has provided a wealth of evidence on how organizations can attract, motivate, and retain employees.

M. Susan Taylor



Dr. M. Susan Taylor (Professor of Management, University of Maryland, College Park) is awarded Fellowship for her outstanding empirical and theoretical contributions to the understanding of employee entry into the organization and the effects of feedback. Her scholarly work has had a major impact on our understanding of how people respond to recruitment practices and how performance feedback affects employee motivation and behavior.

Francis J. Yammarino



Dr. Francis J. Yammarino (Professor of Management, State University of New York at Binghamton) is awarded Fellowship for his outstanding contributions to leadership theory and research. His innovative and pioneering research has laid the foundation for the development of a multilevel understanding of the factors that account for the effects of transformational and transactional leadership on group and organizational performance.

Spreading the Good Word: Introducing I-O in Introductory Psychology

Peter Bachiochi
Eastern Connecticut State University

Debra Major
Old Dominion University

Ask yourself how you discovered the field of I-O psychology. Many of us either stumbled upon it unknowingly or discovered it after some exploring. Although students have begun approaching faculty in growing numbers to find out more about the discipline, awareness of I-O is sorely lacking. About a year ago, the SIOP's Education and Training Committee (E&T), chaired by **Debra Major**, began to develop a means by which the field of I-O could receive greater attention from college freshmen, and perhaps even by high school students. Very few introductory psychology texts (and consequently even fewer introductory psychology instructors) cover I-O in any systematic fashion. All too often, students hear about I-O psychology for the first time when they leaf through their course catalog looking for an elective for their senior year.

Two major goals of SIOP have been to increase the visibility of I-O and to provide easier access to I-O psychologists and the services they provide. As a result, SIOP's E&T Committee created an online Instructor's Guide that provides introductory psychology instructors easy access to resources that allow them to include I-O psychology in their courses. The final product was a set of lectures, activities, and background materials that are available at the SIOP web site (www.siop.org). Our intent in this short article is to give you some background on the Instructor's Guide and to ask for your help in spreading the word that this resource is available.

Development of the Guide

Peter Bachiochi chaired the E&T subcommittee responsible for the development of the Instructor's Guide. Subcommittee members included **David Day**, **Kurt Kraiger**, **Geula Lowenberg**, **Joan Rentsch**, and **Jeff Stanton**. At the start, the subcommittee faced several challenges: which topics within I-O to cover, how to cover them, how long to take, which goals to achieve. Our primary goal was to create something that would whet the appetites of new college students and perhaps even high school students. We didn't aim to provide a sweeping review of the field of I-O, but to get students to say (or at least think to themselves) "Cool." We really just wanted to pique their curiosity about the field to the extent that they might want to take another class that focused on I-O more specifically. We weren't aiming to convert (just yet).

With a general goal established, we started to discuss topics we might cover and how we might structure the materials. We had to keep in mind that the words "what

a great meta-analysis!" or "but what was the selection ratio?" are never uttered by a college freshman. As a result, we decided to cover topics within I-O that would intersect with the worlds of our target audience and generate real interest (without taking a Jerry Springer approach). We picked leadership as a natural topic that students would appreciate as both interesting and relevant. Within leadership, we decided to examine gender stereotyping and Leader-Member Exchange theory. We also decided to cover training, but to cover some of the more current training topics rather than the training process itself. We focused on sexual harassment and diversity as the two topics of interest. Finally, we also decided to cover performance enhancement, again because it allowed us to take some avenues that hit close to home with college freshmen, specifically motivation and performance evaluation. Perhaps our toughest decision was not to cover the topic of selection in detail. After having taught I-O for several semesters and also discussing I-O in Introductory psychology, it had become clear to many of us on the committee that it is very difficult to make selection interesting to a college freshman.

We had some elegant matrices and other structures for our Guide, but we decided to cover our six topic areas and to focus on three key themes: (a) I-O psychologists help employers deal with employees fairly, (b) I-O psychologists help make jobs more interesting and satisfying, and (c) I-O psychologists help workers be more productive. We then decided to take a modular approach to the final structure. We created a brief 10-minute overview of I-O. This mini-module was intended to be a lead-in to any of the specific topics. Slides in PowerPoint were provided for this module, as well as each of the other six. The other modules all include similar components. There are slides to guide a 15-20 minute lecture, exercises or discussion guides to encourage student involvement, and finally supplemental readings and videotapes on the topic. As a final teaching aid, the PowerPoint slides are accompanied by detailed lecture notes that allow someone with relatively little exposure to the topic to provide colorful examples of the topics discussed on the slides.

The key behind all of our decisions was to create a guide that could be used by an instructor with relatively little exposure to the field of I-O. In addition, we wanted to cover topics that could be integrated easily into existing introductory psychology subjects. For instance, the module on leadership and gender stereotyping could be integrated into sections on cognition/thought, social psychology, or cross-cultural psychology. Each of the other modules was designed with the same cross-topic applicability in mind. As a last step to make the Guide as easily accessible as possible, the entire document was made available on the web at SIOP's web site (www.siop.org). With an eye towards continuous improvement, E&T plans to revise, update, and perhaps even add modules on a regular basis.

We Need Your Help

The work of spreading the news about this new instructor's guide is well underway. A conversation hour at the SIOP Conference yielded great ideas for

further publicizing of the Guide. A session at APA cosponsored by Division 2 (Teaching of Psychology) has also occurred. A brochure outlining the contents of the Guide was also distributed at both. Now the true disciple work begins. We ask you to check out the SIOP web site (www.siop.org) and take a look at the Guide. Encourage your graduate teaching assistants to do the same. Whether you're teaching introductory psychology or I-O for undergraduates, you're likely to find the free resources useful. More importantly, please tell your non-I-O colleagues who teach introductory psychology about the Guide. Using the materials, you could offer to provide a guest lecture on I-O, or better yet, ask them to try it themselves.

SIOP has taken this first step to make it easier to teach about I-O when we can really make a difference: when students are first exposed to psychology. Given the number of college freshman who take introductory psychology each year, it may only be a matter of time before I-O is a "household name."

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For additional information and a Fall 2000 application, please contact CSPP System Admissions at (800) 457-1273, or e-mail us at: admissions@mail.cspp.edu. We hope to count you among the many visitors to our website: www.cspp.edu

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Preview of 2000 SIOP Pre-Conference Workshops

Karen B. Paul

3M

The Continuing Education and Workshop Committee is very pleased and proud to announce this year's lineup of distinguished workshop leaders and compelling topics for the SIOP Pre-Conference Workshops to be held in New Orleans on April 13, 2000. More detailed information will follow in the next issue of *TIP*. We hope you will join us for what promises to be an outstanding set of learning opportunities.

1. **Why Should a CEO Listen to You? The Perils and Opportunities of an I-O Practitioner** by Anthony J. Rucci, University of Illinois at Chicago. Coordinator: Luis Parra.
2. **Creating An Integrated, Global, Competency-Based HR System** by Charles V. Bell, Stephen W. Constantin, and Kenneth R. Pederson, The Dow Chemical Company. Coordinator: Irene Sasaki.
3. **Beyond the Validation Study: Avoiding Practical Pitfalls When Implementing a Selection System** by Ann Marie Ryan, Michigan State University, and Mark Schmit, Personnel Decisions International. Coordinator: William Shepherd.
4. **Innovations in Selection: Use of Conditional Reasoning to Identify Reliable and Achievement Motivated Employees** by Lawrence R. James, James M. LeBreton, and Michael McIntyre, The University of Tennessee. Coordinator: Joan Rentsch.
5. **Implementing Web-Based HR Systems: From Recruitment to Surveys and Beyond** by Nathan Mondragon, Scott Eriksson, graymattermedia, inc., and John Furcon, Pricewaterhouse Coopers. Coordinator: Jeffrey Stanton.
6. **EEO/Legal Update: What You Really Need to Know** by Keith Pyburn, McCalla, Thompson, Pyburn, Hymowitz & Shapiro, LLP and William W. Ruch, Psychological Services, Inc. Coordinator: Steven Robison.
7. **Identifying and Developing High Potential Talent** by Elaine B. Sloan, Personnel Decisions International, Scott Gregory, Pentair, and Paul VanKatwyk, Personnel Decisions International. Coordinator: Alberto Galue.
8. **Utilizing Strategic Psychological Assessment for Executive Selection and Coaching** by Rob Silzer, HR Assessment & Development, Inc. and Pete Meyer, MDA Consultants, Inc. Coordinator: Stephen Wunder.
9. **Mergers and Acquisitions: How Consultants/Change Agents Can Help** by David Whitsett, University of Northern Iowa. Coordinator: Blake Frank.
10. **What is Knowledge Management and Why Should I Care?** by Erick Thompson, West Group. Coordinator: Karla Suebing.

11. **Linking and Modeling: Unleashing the Value of Employee Survey Data** by William H. Macey and Diane Daum, Personnel Research Associates. Coordinator: Kris Fenlason.
12. **Learnings from the Forefront of Large Systems Change** by Gary Jusela, Equiva Services and Nancy Badore, Consulting for Organizational Effectiveness. Coordinator: Ed Kahn.
13. **The Changing Role of Human Resources Meets the I-O Practitioner: Thinking and Acting Like an Executive** by Phil Jury, The Safelite Glass Corporation and Dick Beatty, Princeton. Coordinator: Mick Sheppeck.
14. **Retaining Valued Employees for the Next Century** by Peter W. Hom, Arizona State University and Rodger W. Griffith, Georgia State University. Coordinator: Jack Kennedy.
15. **Leaders Developing Leaders: A Strategy for Change** by Ben E. Dowell, Charles Tharp, Peter Fasolo, Ginger Gregory, and Kalen Pieper, Bristol-Myers Squibb Company. Coordinator: Kalen Pieper.
16. **International/Cross-Culture HR Practices** by Vicki Pollman, Caltex-Singapore and Miriam Erez, Technion-Israel. Coordinator: James Eyring.



Future SIOP Annual Conferences

2000	April 14-16	New Orleans	Hyatt Regency
			at the Louisiana Superdome (504) 561-1805
2001	April 27-29	San Diego	Sheraton
2002	April 12-14	Toronto	Sheraton
2003	April 11-13	Orlando	Hilton
2004	April 2-4	Chicago	Sheraton

15th Annual Industrial-Organizational Psychology Doctoral Consortium

Michelle Marks
Florida International University

Thursday, April 13th, 2000 marks the day of the Fifteenth Annual Industrial-Organizational Psychology Doctoral Consortium to be held at the Hyatt Regency in New Orleans, Louisiana, the same site as the SIOP Conference.

The consortium is traditionally known for its impressive lineup of speakers. The speakers are chosen for their outstanding contributions to the field and will provide their unique perspectives on opportunities and challenges faced by I-O psychologists today. Please look in the next issue of *TIP* for the announcement of the speakers for 2000.

Each doctoral program will receive registration materials for the Consortium by January, 2000. Enrollment is limited to one student per program up to a maximum of 40 participants. I encourage you to nominate students as soon as registration materials arrive because students are enrolled in the order that applications are received.

The consortium is designed for upper-level students nearing the completion of their doctorates. Most participants will be graduate students in I-O psychology or HR/OB who are currently working on their dissertations. Preference will be given to nominees who meet these criteria and have not attended previous consortia.

If you need additional information, please contact **Michelle Marks** at marks@m.fiu.edu or call (305) 348-3376.

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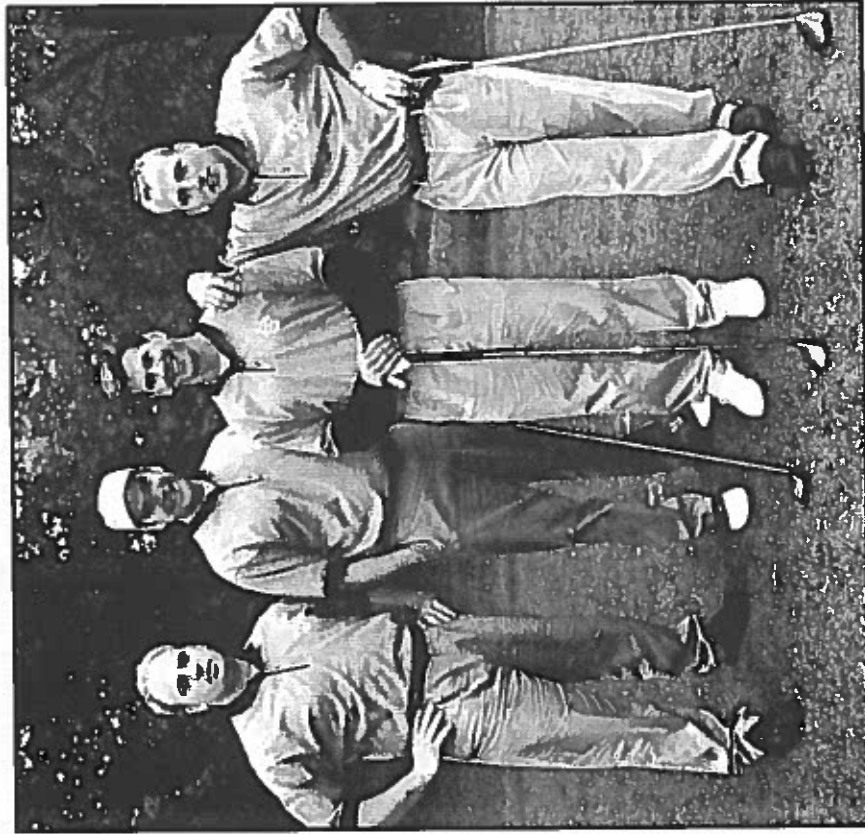
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The Winners of the 1999 SIOpen Golf Tournament



Robert Cunningham, Dan Sachau, Todd Bricker, and Jason Miller
(left to right) from Minnesota State University.

Developing Transformational Leadership

Using the Multifactor Leadership Questionnaire
Bernard M. Bass & Bruce J. Avolio

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Call for Fellowship Nominations

William H. Macey
Personnel Research Associates, Inc.

Each year, the Fellowship Committee requests and evaluates nominations to the status of Fellow those Society members who have made unusual and outstanding contributions to the field. Nominations are sought of individuals from all areas of endeavor within our profession. Nominations are encouraged for members who have had an impact on the profession in their practice and application of psychology as well as those who have made their contribution through research.

Detailed criteria considered by the Fellowship Committee were published in *71P*, April 1994, pp. 31-34. General criteria are summarized below:

Criteria:

- Society membership for no less than 2 years at the time of election.
- Nomination by either a Member or Fellow of the Society.
- Submission of a letter of nomination and a completed APA Uniform Fellow Application Form.
- Three or more letters of recommendation, at least two of which must be from SIOP Fellows.
- Should the nominee be elected to SIOP Fellowship, he or she is then typically submitted for consideration as a Fellow in APA and/or APS. If the SIOP nominee is also to be nominated for APA fellowship, three of the original letters of endorsement must come from Fellows of APA. If the SIOP nominee is to be nominated for APS fellowship, at least one of the original letters must come from a Fellow of APS.

Due Date:

- November 16, 1999.

Send Nomination Materials and/or Direct Questions to:

William H. Macey
Chair, SIOP Fellowship Committee
Personnel Research Associates, Inc.
657 E. Golf Road, Suite 306
Arlington Heights, IL 60005
Phone: (847) 640-8820
Fax: (847) 640-8830
E-mail: wmacey@pra-inc.com

Call for Program Proposals: 2000 APA Convention in Washington

Janis Cannon-Bowers
Naval Air Warfare Center Training Systems Division

It is time to start developing program proposals for the 2000 APA Convention. The convention will be held in Washington, D.C. from Friday, August 4, to Tuesday, August 8. Program proposals must be received by November 15, 1999.

The Board of Convention Affairs has established uniform requirements for all papers/proposals, which are detailed below. We welcome new and different program formats. We hope that having to write less encourages you to submit more. Papers, symposia, tutorials, panel discussions, and conversation hours are traditional welcome formats, but we will also consider any innovative format you can create.

Specific details about program submissions appeared in the September issue of the *APA Monitor*. The call for program submissions is also available by writing: Convention Office, American Psychological Association, 750 First Street NE, Washington, D.C. 20002-4242. Please note that although the APA Call for Programs indicates that presenters at the convention must be APA members or be sponsored by APA members, APA has given SIOP permission to waive these requirements. Thus, you must be a SIOP member or sponsored by a SIOP member to present at the APA convention as part of SIOP's program, but you do not need to be a member of APA or be sponsored by one.

Note that APA distinguishes between "presentations" and "programs" with different submission procedures for each:

"Presentations" are individual papers to be presented either in a paper or poster session. Our presentations will be primarily poster sessions, however we will also have the option of combining separately received papers into a paper session focusing on a common theme. Presentations (individual papers) will be blind reviewed. The requirements for submission are: five copies of a 500- to 1,000-word summary and five copies of a 100-word abstract. Please do not put your name on the summary or abstract, just the submission title. Submissions should be double-spaced, with one-inch margins using elite type.

"Programs" refers to sessions with multiple presenters including traditional formats such as symposia, panel discussions, and debates. However, programs with creative nontraditional formats are encouraged. Programs are not blind reviewed. It is important to know who the participants are in order to evaluate the proposal. Submit 5 copies of the complete proposal. Proposals for these sessions should include a 300-word general summary and 300-word summaries of each participant's presentation. As with presentations, submissions must be double-spaced, with one-inch margins, in elite type.

In evaluating submissions to the Convention, we will be using the following criteria:

- Appropriateness of the topic for SIOP
- Technical adequacy (research methods, analyses)
- Contribution to knowledge of the topic
- Interest, informativeness, and innovation
- Coherent, integrated whole, even with multiple presentations

If you have questions, ideas, or suggestions for invited speakers, feel free to call or write: Janis Cannon-Bowers, 308 Celtic Court, Oviedo, FL 32765. Phone: (407) 380-4830; Fax: (407) 380-8738; e-mail: cannon-bowJA@navair.navy.mil. Please note all program submissions must be received at this address by November 15, 1999.

The Program Committee looks forward to receiving your ideas and submissions. This is a great year to present at APA in Washington, D.C.!

If you need to contact
APA or APS
here's how to do it:



APA
750 First Street NE
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Dr. Jeffrey W. Daum, President

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OCR Issues Draft Guide on Disparate Impact in Educational Testing

Wayne Camara
The College Board

In May, the Department of Education's Office of Civil Rights (OCR) released a draft Resource Guide entitled, "Non-Discrimination in High Stakes Testing" that sought to provide an overview of federal standards and related educational principles that should guide the use of tests for making high stakes educational decisions (e.g., placement, admissions, special educational referrals, promotion, graduation, and scholarship awards). This Resource Guide has been under development for several years according to OCR, but educational groups and test publishers only received a copy 5 working days before it was originally scheduled for release.

The Guide may have limited direct impact on I-O psychologists, unless they are involved in educational decision making. However, the Guide may be of interest for other reasons, since it interprets and applies both legal court decisions from the employment arena and professional testing standards to issues of disparate impact in ways that many may see as "overreaching" or incorrect.

Test publishers, APA, and other educational institutions objected to the proposed timing of the release and OCR has agreed to revise the current document with plans for a fall publication. OCR has stated the Guide is not establishing any new federal guidelines or professional standards, but rather will provide a meaningful interpretative tool for those who use tests in education. A number of national media outlets (*New York Times*, *Wall Street Journal*, *US News and World Report*, *Chronicle of Higher Education*) have run stories on the guidelines and op-ed pieces that have largely been critical of the emphasis on disparate impact being the sole determination of whether or not a test should be used.

The Guide cites specific wording from the *Standards for Educational and Psychological Testing* (Test Standards) on over 40 occasions, leading APA, AERA, and NCME to formally request that OCR delay revision of the document until after it has been revised and published (sometime around December 1999). Several organizations have now provided detailed comments on the OCR Guide.

The Guide attempts to apply Title VII law, EEOC Guidelines, and professional standards that apply to employment testing to educational test use. It cites several Supreme Court and lower courts decisions concerning Title VII issues and applies or transports decisions and standards to education. Major concerns addressed by educational organizations were summarized in comments submitted by the College Board (Camara, 6/21/1999):

- First, the Resource Guide focuses exclusively on disparate impact resulting from tests (or differences in outcomes) and ignores the level of validity and utility offered by a test. Disparate impact cannot be considered in isolation, but rather it must be evaluated in terms of the overall

validity and utility of inferences associated with the particular test use. The Resource Guide clearly elevates any measure, irrespective of validity, cost, or burden to the educational institution, with lower disparate outcomes above any test having greater disparate outcomes. We believe this is a dangerous new precedent that has no legal or professional justification and the Guide will have a chilling effect on institutions who use educational tests.

- Second, the Resource Guide offers no guidance on what level of disparate impact would result in an investigation. Must there be substantial statistical disparities or would any disparate outcome result in an investigation? Disparate outcomes should not be the primary statistical analysis used to determine if and when an alternative measure should be employed. A consistent pattern of ethnic and racial disparities has been found across a variety of standardized tests such as the National Assessment of Educational Progress (NAEP) and the National Educational Longitudinal Survey (NELS), other educational measures used for high-stakes decisions, such as high school grades, class rank, and indices of school quality and rigor of courses completed, as well as educational outcomes (e.g., college grades, persistence, graduation) (Camara and Schmidt, under review). Disparities in test results reflect similar differences in other measures and criteria (e.g., job performance, college achievement, and grades) and may be indicative of earlier differences in opportunity to learn and educational opportunities, not test bias or flaws with the test.
- Third, professional and technical standards do not define tests so narrowly that they exclude more subjective assessments that are both used daily to make high-stakes decisions about individual students, and have been shown to have similar levels of disparate impact against protected groups. Specifically, the Test Standards state, "tests include standardized ability (aptitude and achievement) instruments, diagnostic and evaluative devices, interest inventories, personality inventories, and projective instruments...a more appropriate choice among assessment devices and subsequent use will be facilitated if there is a reasonable comparability in the kinds of information available to users." In the Standards, three broad categories of test instruments are covered [emphasis added]: constructed performance tasks, questionnaires, and to a lesser extent, structured behavioral samples (pages, 3-4)." Related to this comment, we suggest that the Resource Guide be renamed to put added emphasis on Measures Used in Making High-Stakes Decisions (parallel to the *Uniform Guidelines and Employment Selection Procedures*), rather than focus exclusively on just one element of the decision-making process, testing.
- Fourth, we applaud OCR's deference to the Test Standards. However, the Resource Guide implies that existing professional standards can be applied in a rigid manner in evaluating tests. The Test Standards caution

against such a rigid checklist approach, noting that specific circumstances affect the relevance of standards and professional judgement must be applied in evaluating tests. Professional practice and standards are typically construed more broadly and tests or other measures need not meet all standards to be appropriately used within the bounds of professional standards (Richardson, 729 F. Supp. At 821, 823). In addition, the three sponsoring educational associations are currently revising the Standards, which date back to 1985. We strongly endorse the recommendations from APA, AERA, and NCME to OCR asking that issuance of this Resource Guide be deferred until after publication and dissemination of the revised Test Standards and requesting a standard 90-day review period for any subsequent drafts of this document following publication of the revised Test Standards.

- Fifth, we would ask OCR to ensure that colleges and universities, school districts, and state education agencies are given an opportunity to review and comment on this proposed Resource Guide. The Resource Guide has not been disseminated or reviewed by colleges and secondary schools. These are the very organizations that will be most directly affected by the Resource Guide once it is issued and it seems appropriate that they be given an opportunity to review and comment on the inferences and proposed standards.
- Sixth, the distinction the Resource Guide makes between tests and other assessment devices creates a false dichotomy, establishing a much lower technical, professional, and legal standard for more subjective assessment devices (e.g., applications, grades and GPA, recommendations, ratings or evaluations of student work and accomplishments, previous experiences and honors, community service and involvement, samples of student work). In *Watson v. Fort Worth Bank and Trust*, 487 U.S. 977, the American Psychological Association submitted an amicus curiae brief (APA, 1987) that argued there is no professional or scientific justification to treat subjective and objective devices differently in imposing validation requirements. In fact, not imposing essentially the same legal and technical standards for all types of measures and devices used in high-stakes individual decisions would provide a sanctioned and covert means for discrimination. APA further argued that subjective procedures (in that case used for employment) are "amenable to the same psychometric scrutiny" as objective procedures, citing the Test Standards which address interviews and rating scales (Camara, 1996). In deciding *Watson v. Fort Worth Bank and Trust*, 487 U.S. 977, all eight of the justices joined Justice O'Connor's opinion holding that the adverse impact theory can be used in cases involving subjective practices. The Court was concerned that an employer could combine an objective criteria (such as a test or diploma) with subjective practices

(such as interviews or ratings) and easily insulate itself from the Griggs test. O'Connor noted that "undisciplined" decision-making systems could have "precisely the same effects as a system pervaded by impermissible intentional discrimination (Opinion at 4926).

- Seventh, professional and legal standards do not provide any support for OCR's distinctions between standardized tests and other measures. We agree with comments to an earlier draft of this Resource Guide submitted by the Board of Testing and Assessment (Shavelson, June 10, 1996), stating that "OCR's inquiry is not to pronounce judgment on the validity of inferences and decisions based on tests, but rather to determine whether the entire process of which the test is a part provides students a fair and equal opportunity to learn...." The Resource Guide ignores all factors other than tests even if they contribute more to disparate outcomes. In fact, high school courses, judgments about the relative "quality of high school curriculum," grades, and rank may also contribute more to disparate outcomes, than results from standardized testing, if an institution places substantially greater weight on these factors. For example, if tests are appropriately used as one of several factors in admissions, then there is no guarantee those disparate outcomes will be reduced if they are eliminated. In requiring tests to meet an exceptionally higher standard than other measures (GPA, ratings, samples of student work, high school rank, past experience, and opportunities), the Resource Guide will reduce or eliminate the use of valid and objective standardized tests used by educational institutions, states, and school districts. It is quite likely that educational institutions may opt to employ less valid and less objective methods for high-stakes decisions because they are not addressed in this Resource Guide.
- Eighth, the Resource Guide also sanctions the use of the *Uniform Guidelines on Employment Selection Procedures* as a resource in educational testing. As the Resource Guide acknowledges in a footnote, there are critical and contextual differences between educational and employment testing that we believe undermines any attempt to use these guidelines in educational settings. The *Uniform Guidelines* were never developed with application to educational testing in mind and organizations did not have an opportunity to comment on extensions of the principles to education. In addition, the *Guidelines* are over 25 years old and do not reflect current scientific principles of measurement or current professional practice. The *Uniform Guidelines* are outdated and do not conform to the Testing Standards (AERA, APA, NCME, 1985) in their consideration of validity (as accomplished by adopting one of three distinct types of validity), validity generalization (this is virtually ignored in the *Guidelines*, but is accepted professional practice), differential prediction and classification, as well as several other areas (APA, 1985). The

Uniform Guidelines may provide a framework for the development of guidelines addressing test use, but they should not be viewed as a substantive resource in educational assessment.

- Ninth, statistical analyses should be based on the pool of qualified applicants, not a general pool of all test takers. This is not addressed in the Resource Guide.
- Tenth, this Resource Guide implies that once disparate impact is established that the burden is maintained by the educational institution to demonstrate both the educational necessity of the test and then to demonstrate that no alternative exists throughout the process. This legal interpretation is incorrect.

Other sections of the Resource Guide viewed as problematic include wording implying that separate local validation studies are required for each school; that tests can only be used for purposes they were originally designed for (rather than for uses where sufficient validation evidence exist); and that there is a unique methodology for setting cut scores when they are to be used as the sole criteria.

On June 18th, the House held a hearing on the OCR Guide and department officials noted that their current plan is to recirculate the current draft to groups who have already submitted comments on the current document. They will then submit a revised Guide to the National Academy of Sciences Board of Testing and Assessment, for its final review. Thereafter, they anticipate making a final draft available for public review this fall. They will publish a federal register notice and will have the revised Guide posted on their web (Coleman, June 21, 1999, personal correspondence).

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EEOC Guidance on Reasonable Accommodation and Undue Hardship Under the ADA

Heather Roberts Fox
APA Science Directorate

"Is an employer required to provide the reasonable accommodation that the individual wants? Does a cost-benefit analysis determine whether a reasonable accommodation will cause undue hardship?"

Questions like these continue to plague employers almost 10 years after the drafting of the Americans with Disabilities Act. If you find yourself confused about what is considered a "reasonable accommodation," you may want to obtain a copy of a document released earlier this year by the Equal Employment Opportunity Commission (EEOC). The EEOC released comprehensive guidance to the public to clarify the rights and responsibilities of employers and individuals with disabilities regarding reasonable accommodation and undue hardship. Title I of the Americans with Disabilities Act (ADA) requires an employer to provide reasonable accommodation to qualified individuals with disabilities who are employees or applicants for employment, except when such accommodation would cause an undue hardship.

According to the guidance, "reasonable accommodations" may be categorized as:

- (a) modifications or adjustments to a **job application process**; or
- (b) modifications or adjustments to the **work environment**, or to the **manner or circumstances under which the position held or desired is customarily performed**; or
- (c) modifications or adjustments that enable a covered entity's employee with a disability to enjoy **equal benefits and privileges of employment** as are enjoyed by its other similarly situated employees without disabilities.

The EEOC guidance describes an employer's legal obligations regarding reasonable accommodation; however, an employer may choose to provide more than the law requires. Accommodations that an employer may have to provide may include:

- making existing facilities accessible
- job restructuring
- part-time or modified work schedules
- acquiring or modifying equipment
- changing tests, training materials, or policies
- providing qualified readers or interpreters, and
- reassignment to a vacant position.

The only statutory limitation on an employer's obligation to provide "reasonable accommodation" is that no such change or modification is required if it would cause "undue hardship" on the employer. According to the EEOC guidance, "undue hardship" means significant difficulty or expense and focuses on the resources and circumstances of the particular employer in relationship to the cost or difficulty of providing a specific accommodation. Undue hardship refers not only to financial difficulty, but to reasonable accommodations that are unduly extensive, substantial, or disruptive, or those that would fundamentally alter the nature or operation of the business, as assessed by the employer on a case-by-case basis.

True to form, the EEOC guidance on ADA is mostly interpreted through a question-and-answer format, with plenty of examples for employers to consider. The guidance discusses reasonable accommodations applicable to the hiring process, as well as accommodations related to employment and job performance. For instance, in response to "Does an employer have to provide a reasonable accommodation to an applicant with a disability even if it believes that it will be unable to provide this individual with a reasonable accommodation on the job?" The EEOC responds affirmatively that an employer must provide a reasonable accommodation to a qualified applicant with a disability that will enable the individual to have an equal opportunity to participate in the application process and to be considered for a job, unless it can show undue hardship. Thus, the guidance emphasizes that an employer should assess the need for accommodations for the application process separately from those that may be needed to perform the job. This requirement has great implications for those involved in the selection and administration of employment tests during the hiring process.

The following ADA issues are also addressed in the guidance:

- The responsibility of individuals with disabilities to request reasonable accommodation and the way an employer should respond to a request;
- The circumstances under which employers may ask for documentation showing the need for reasonable accommodation;
- Reasonable accommodations for job applicants;
- Reasonable accommodations to provide access to employer-sponsored training programs, services, and social functions;
- New information on many types of reasonable accommodations, including job restructuring, unpaid leave, part-time schedules, modified workplace policies and reassignment;
- The relationship between the obligation to provide leave as a reasonable accommodation under the ADA and the requirements of the FMLA;
- Changes that employers are not required to make to a job, such as lowering production standards or removing a primary job duty; and

- Those instances in which employers may deny a request for a reasonable accommodation because it imposes an undue hardship.

A complete copy of the guidance, as well as a short fact sheet targeted to small employers, can be obtained from the EEOC web site at <http://www.eeoc.gov/> and is referenced as: U.S. Equal Employment Opportunity Commission (1999). Enforcement Guidance: Reasonable Accommodation and Undue Hardship Under the Americans with Disabilities Act. Washington, DC: Author.

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U.S. Supreme Court Clarifies Definition of Disability

Maureen Toner and David W. Arnold, Esq.
Reid Psychological Systems

On June 22, 1999, the U.S. Supreme Court held that "...the determination of whether an individual is disabled should be made with reference to measures that mitigate the individual's impairment, including, in this instance, eyeglasses and contact lenses." See *Sutton v. United Air Lines*, No. 97-1943, June 22, 1999. Consistent rulings were also issued by the Supreme Court in *Murphy v. United Parcel Service, Inc.* (97-1992) and *Albertson's, Inc. v. Kirkingburg* (98-591). These three rulings provide guidance and uniformity to lower courts that have long been split on the issue of mitigating measures, while limiting the scope of disabilities for which individuals can seek protection under the Americans with Disabilities Act (ADA).

In the *Sutton* case, the plaintiffs were twin sisters with severe myopia—each individual's visual acuity was 20/200 or worse in the right eye and 20/400 or worse in the left eye. Plaintiffs had applied for employment as commercial airline pilots with United Airlines and met its basic employment requirements, except for the uncorrected visual acuity requirement of 20/100 or better. As a result of being denied employment, plaintiffs filed suit under ADA, alleging that they had been discriminated against on the basis of a disability or because they were regarded as having a disability.

The district court dismissed the complaint because the plaintiffs were not disabled since they could fully correct their visual impairment through the use of glasses or contact lenses. As a result of these corrective measures, plaintiffs were not substantially limited in any major life activity. The district court also found that there were insufficient allegations supporting plaintiffs' claim that United regarded them as having a disability. Consistent with the lower court's reasoning, the Court of Appeals for the Tenth Circuit affirmed the ruling.

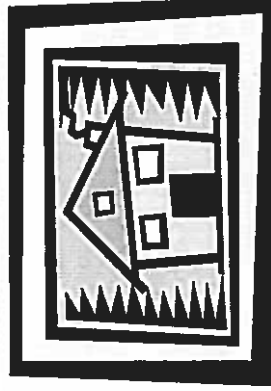
In affirming the lower court's opinion, the Supreme Court determined that the Equal Employment Opportunity Commission's (EEOC) and Department of Justice's (DOJ) interpretive guidance, indicating that disabilities should be determined without regard to mitigating measures, was incorrect. The Court reasoned that the statutory language "substantially limits" is properly read as requiring a plaintiff to be presently—not potentially or hypothetically—substantially limited in a major life activity in order to be disabled. "A 'disability' exists only where an impairment 'substantially limits' a major life activity, not where it 'might,' 'could,' or 'would' be substantially limiting if mitigating measures were not taken." The Court acknowledged that an impairment still exists notwithstanding mitigating measures; however, it may not substantially limit a major life activity because of such measures.

The Court also pointed out that the ADA requires that disabilities be evaluated on an individualized basis. In contrast, the administrative agencies' posi-

tion that individuals be judged in their uncorrected or unmitigated state runs directly counter to the mandate of individualized assessment. According to the Court, the agencies' position would create a system in which individuals would be treated as members of a group having similar impairments, as opposed to individuals. "This is contrary to both the letter and the spirit of the ADA." The Court also noted that not considering the impact of mitigating measures could lead to the anomalous result of not considering any of the negative side effects such measures may create (e.g., antipsychotic drugs may cause painful seizures).

The Supreme Court further pointed out that the ADA references the Congressional finding that 43 million Americans have disabilities. See Section 12101(a)(1). In light of the fact that a much larger number of Americans have corrected impairments, it is obvious that such individuals were not intended to be covered by the ADA.

Finally, with regard to the issue of being regarded as disabled, the Court found that the plaintiffs had not alleged, and could not demonstrate, that United regarded them as disabled.



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When Are Punitive Damages Available Under Title VII

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On June 22, 1999, the Supreme Court of the United States issued a decision in *Kolstad v. American Dental Association*. The significance of this decision comes in its attempt to clarify the circumstances under which punitive damages can be awarded in employment discrimination cases.

In 1992, Carole Kolstad was employed by the American Dental Association (ADA) as the director of federal agency relations. When Jack O'Donnell, who held the position of director of legislation and legislative policy and director of the Council on Governmental Affairs and Federal Dental Services, retired, Kolstad applied for his job. Tom Spangler, the ADA's legislative counsel at the time, also applied for O'Donnell's position.

Dr. William Allen, the ADA's executive director in Chicago, was asked by the head of the ADA's Washington, D.C. office, Leonard Wheat, to make the final employment decision. Allen eventually recommended Spangler, and Wheat adopted his recommendation. Kolstad filed suit under Title VII of the Civil Rights Act of 1964, alleging gender discrimination, and that Spangler had effectively been chosen before the formal selection process began. According to plaintiff, the pre-selection of Spangler suggested an intent by the ADA to discriminate on the basis of sex.

At the District Court level, the jury found that the ADA had discriminated against Kolstad and awarded her back pay. However, the District Court refused to instruct the jury on punitive damages and denied Kolstad's requests for reinstatement and attorney's fees.

Kolstad appealed and a panel of the Court of Appeals for the District of Columbia Circuit reversed the District Court's holding and remanded the case for a jury determination of punitive damages.

Subsequently, the Court of Appeals agreed to rehear the case *en banc*. The Appeals Court affirmed the District Court's decision on the grounds that a defendant must be shown to have engaged in "egregious" misconduct before a jury can be instructed to consider punitive damages. Thus, "before the question of punitive damages can go to the jury, the evidence of the defendant's culpability must exceed what is needed to show intentional discrimination." The Appellate Court did not specifically define the "egregiousness" requirement, but concluded that the plaintiff failed to make the requisite showing.

The Supreme Court agreed to hear the case and reversed the Appeals Court's decision. Justice O'Connor wrote the majority opinion, which held that under the 1991 Civil Rights Act plaintiffs are not required to prove "egregious" behavior. According to the Supreme Court, the structure of the Civil Rights Act of 1991 suggests a Congressional intent to award punitive damages in a limited number of cases involving intentional discrimination. Specifically, Section

1981a(a)(1) limits compensatory and punitive damages to cases where intentional discrimination exists, while Section 1981a(b)(1) requires plaintiff to satisfy a higher standard to qualify for punitive awards—punitive damages are only available where the defendant engaged in a discriminatory practice "with malice or with reckless indifference to the federally protected rights of an aggrieved individual."

In its opinion, the Supreme Court acknowledged that the Appellate Court's general approach to limiting punitive awards to certain intentional discrimination cases was appropriate. However, in accordance with Section 1981a(b)(1), the focus must be on the employer's state of mind—the employer must have acted with "malice" or "reckless indifference" to the plaintiff's federally protected rights. While egregious conduct is evidence of the employer's state of mind, the plaintiff's proof is not limited to, or dependent on, this type of evidence. According to the Supreme Court, "an employer must at least discriminate in the face of a perceived risk that its actions will violate federal law to be liable in punitive damages."

Although the Court effectively lessened plaintiff's burden of proof to receive punitive damages, it did limit the ultimate effect of this holding. Specifically, the Supreme Court stated that agency principles should guide the determination of punitive damages. Citing the Restatement of Agency ("Restatement"), the Court recognized the extent to which an agent's (employee) misconduct can be imputed to the principal (employer) for purposes of awarding punitive damages.

For instance, an employer will be liable for punitive damages if it ratifies or authorizes an agent's act, or if it is reckless in employing the agent. Also, the Restatement contemplates liability for punitive damages where an employee is serving in a managerial capacity and commits the wrongful act while acting within the scope of employment. However, with regard to this latter situation, the Court recognized that "even an employer who makes every effort to comply with Title VII would be held liable for the discriminatory act of agents acting in a 'managerial capacity.'"

In fact, application of this scope of employment rule to the Title VII punitive damages context would reduce the motivation for employers to implement antidiscrimination programs—"malice" or "reckless indifference" can easily be inferred if the employer's agents are educated regarding the prohibitions of Title VII. As a result, the Court therefore decided to modify the Restatement rules in the context of punitive damages and recognize that an employer may not be vicariously liable for the discriminatory employment decisions of managerial agents where such decisions are contrary to the employer's good faith effort to comply with Title VII.

With regard to this specific case, the Court left for remand the issue of whether the plaintiff could identify facts sufficient to support that the required mental state could be imputed to the employer. From a general perspective,

this opinion indicates that employers should expand their employment policies and training beyond sexual harassment issues (See *Burlington Industries, Inc. v. Ellerth*, 1998, and *Faragher v. Boca Raton*, 1998) to avoid punitive damages in Title VII cases alleging intentional discrimination. Alternatively, it might be argued by plaintiffs that punitive damages are appropriate when no such programs are in place.

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- Kolstad v. American Dental Association*, 98 U.S. 208, (U.S. Supreme Court, 1999).
Burlington Industries, Inc. v. Ellerth, 524 U.S. 742, (U.S. Supreme Court, 1998).
Faragher v. Boca Raton, 524 U.S. 775, (U.S. Supreme Court, 1998).

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Third Circuit's *Lanning v. SEPTA* Decision: "Business Necessity" Requires Setting Minimum Standards

James C. Sharf
Sharf and Associates

The Civil Rights Act of 1991 defined the employer's rebuttal to a "disparate impact" discrimination claim involving objective assessment as "job related for the position in question and consistent with business necessity." As the Third Circuit Court of Appeals noted, neither other circuit courts nor the Supreme Court have interpreted this language. The Civil Rights Division of the U.S. Department of Justice, which was a party in this case, however, was successful in advocating the following: "The 'business necessity' burden is separate and addition to the 'job relatedness' burden," that even with criterion-related validity, the employer "must still demonstrate the 'practical significance' of any correlation between those criteria and the test," and "even where a test itself is demonstrably job-related, an employer must still show that the chosen cutoff score predicts successful job performance and distinguished applicants who will be successful performers on the job from those who will be unsuccessful." The Justice briefs were signed by the controversial Acting Attorney General, Bill Lann Lee, head of the Civil Rights Division. Because the legislative history of the Act had conflicting interpretations of what was meant by "business necessity," the adversarial process of interpreting the meaning of this burden has now begun.

Background

In upgrading the Philadelphia transit police (SEPTA), SEPTA's consultant, an exercise physiologist, determined that running, jogging, and walking were important tasks for patrol officers. Incumbent subject matter expert officers (SMEs) estimated that it was reasonable to expect to run one mile in full gear (26 lbs) in 11.78 minutes. SEPTA's consultant rejected this estimate as too low based upon his determination that any individual could meet this requirement. Ultimately, he recommended a 1.5 mile run within 12 minutes, requiring that an officer possess an aerobic capacity of 42 mL/kg/min. He initially decided that an aerobic capacity of 50 mL/kg/min was necessary to perform the job, but after determining that such a high standard would have a draconian effect on women applicants, he decided that the goals of SEPTA could be satisfied by using a 42.5 mL/kg/min standard.

Between 1991-93, SEPTA's 1.5 mile, 12-minute physical fitness test was passed by 12% of the female and 60% of the male applicants. The pass rates during the time period under challenge were 6.7% and 55.6% respectively. At the time of trial in 1997, the work force of 234 had 190 officers, 16 of whom were women. Concurrent with implementation of the new physical test for applicants in 1991, SEPTA began testing the aerobic capacity of incumbent officers. Not surprisingly, particularly among older incumbents, running 1.5

miles in 12 minutes was a condition of employment that drew the union's attention. By 1996, after conditioning, however, 86% of incumbents were able to pass the aerobic test required of applicants.

The aerobic capacity test was scored on a pass/fail basis and was administered after a pass/fail written exam. Candidates were then ranked on their scores based on a panel interview. The 59%/12% male/female pass-rate was a 5.56 standard deviation disparity. Five unsuccessful female applicants filed a Title VII class-action suit in January, 1997, challenging the 1.5 mile 12-minute run. The Civil Rights Division of the U.S. Department of Justice joined the case in February, 1997. After litigation commenced, SEPTA hired expert statisticians who demonstrated a statistically significant correlation between aerobic capacity and arrests, arrest rates, and commendations. The district court consolidated the cases, held a bench trial in January, 1998, and rendered an opinion in favor of SEPTA in June, 1998. Based on the consultants' reports, the district court held that SEPTA had established that its aerobic capacity requirement was job-related and consistent with business necessity. This decision was appealed to the Third Circuit which handed down their decision (excerpts below) on June 29, 1999, remanding the case back to the district court for further developing the record as to what is meant by "business necessity"—an invitation for outside parties to submit *amicus* briefs to the court. Because the meaning of the Civil Rights Act of 1991's "business necessity" rebuttal burden is being defined in this circuit court's "first impression," it is likely that future issues of *TIP* will follow this case.

U.S. Department of Justice Brief to Third Circuit

In responding to questions about the most arduous tasks they may be required to perform, the SMEs estimated that a SEPTA officer should be able to run one mile in full gear in 11 minutes and 47 seconds. This pace on a one mile run in full gear corresponds to running 1.5 miles without gear in 15 minutes and 40 seconds, in that both require an aerobic capacity of approximately 33.5 mL/kg/min.

[SEPTA's physiologist] dismissed the SMEs' judgment as "wholly unrealistic" and a "ridiculous pace which anyone including my grandmother, probably could have achieved." Instead of setting the cutoff at 15 minutes and 40 seconds, [he] unilaterally set the cutoff score at 12 minutes, which...represented an aerobic capacity of 42.5 mL/kg/min. In so doing, [he] rejected the judgment of SEPTA's experienced officers. [His] selection of 42.5 mL/kg/min also was made despite the fact that he previously recommended a level of aerobic capacity of 33.5 mL/kg/min for structural fire fighters, a job that is more aerobically demanding than that of SEPTA transit police officers.

[SEPTA's physiologist's report] provided to SEPTA in support of his recommendations does not contain a justification for the cutoff score of 42.5 mL/kg/min. At trial, [he] testified that he chose the cutoff score

of 42.5 mL/kg/min using, in part, intuition. [He] further testified that the link between aerobic capacity and job performance of SEPTA officers was "common-sensual" and testified that it is "obvious" that the better a person's cardiovascular system is, the "more of the job" that person can do. [He] did not conduct a study to determine whether having an aerobic capacity of 43.5 mL/kg/min correlated with successful performance as a SEPTA transit officer. A previous study [he] conducted for a metropolitan sheriff's department in Florida with over 900 employees demonstrated that performance on a 1.5 mile running test does not correlate with successful police officer performance.

Although SEPTA was, at all times relevant to this litigation, aware of the disparate impact upon women caused by its aerobic capacity test, it never attempted to determine whether an alternative test with a less severe impact existed.

SEPTA was unable to identify any instance in which an incumbent officer who failed the test (given to incumbents since 1991) was unable to perform the physical requirements of the job.... It is undisputed that on many occasions, SEPTA officers with aerobic capacity below 42 mL/kg/min have performed in outstanding, and in some instances, heroic, manners.... SEPTA has promoted and given special recognition for outstanding performance to a number of such officers.

After this litigation began, SEPTA hired several additional experts in an effort to defend its aerobic capacity test.... [They] performed a criterion-related validation study which examined the statistical relationship between the aerobic capacity of incumbent officers and three "criterion measures" based on data made available by SEPTA—number of arrests, arrest rates, and commendations. These "criterion measures" were neither derived from [the physiologist's] job analysis nor selected by an industrial psychologist. SEPTA has never used these criteria to measure performance of its officers. No SEPTA employee testified that SEPTA, as opposed to an expert retained after litigation began, believes that the chosen criteria are reliable and meaningful indicators or measures of SEPTA transit police officer performance.

[SEPTA's expert] testified that he was not qualified to select the cutoff score on the aerobic capacity test and he never determined the level of aerobic capacity required for successful performance as a SEPTA transit police officer. Rather, [his] studies and testimony were offered to show the statistical relationship between aerobic capacity and the available data. [He] first found a statistically significant correlation between aerobic capacity of incumbent officers and the number of arrests made by such officers. [His] analysis considered only the number of arrests, not the circumstances or quality of the arrests. [He] did not analyze whether the arrests required aerobic capacity or running any distance, were made with

assistance of other officers, resulted in convictions, lawsuits, or judgments against SEPTA or injuries to bystanders, involved excessive force, or whether probable cause existed for the arrests.

Second, [he] created the concept of an "arrest rate"¹ and concluded that a statistically significant correlation existed between the aerobic capacity of incumbent officers and their "arrest rates." SEPTA itself has never used the concept or the term "arrest rate" in assessing the job performance or an individual officer or in any other fashion. SEPTA recognizes that not every incident to which an officer responds should result in an arrest...including "unfounded incidents" defined by SEPTA regulations as incidents which, upon investigation, prove to be groundless; that is, "no offense was committed or attempted."

[He] calculated several different correlation coefficients between the aerobic capacity of incumbent officers and those officers' numbers of arrests and "arrest rates"...the highest correlation between aerobic capacity and any "criterion" was +0.107 (the correlation between aerobic capacity and the number of arrests for the more serious offenses).... [He] conceded that this correlation was low and that therefore aerobic capacity was not a good predictor of numbers of arrests or "arrest rate."

In addition, [he] compared officers whose aerobic capacity was always at least 42 mL/kg/min with those whose aerobic capacity was always below that level. Based on a regression analysis of these data, [he] estimated that SEPTA could have made 470 additional arrests during the period 1991 through 1996, including 70 additional arrests for Part 1 crimes, if all of its officers had maintained an aerobic capacity of 42 mL/kg/min or above.

[He] also reviewed 207 commendations awarded to incumbent patrol officers between 1994 and 1996, i.e., 3–5 years after SEPTA required incumbent officers to possess and maintain an aerobic capacity of 42 mL/kg/min. Such commendations do not measure overall performance; rather they are given for singular acts of outstanding performance. [He] found that 4% of the officers who received such commendations had an aerobic capacity of less than 42 mL/kg/min. Finally, [he] analyzed data concerning 953 perpetrators arrested for Part 1 offenses. On the basis of the perpetrators' sex, race, and age, and by assuming that the perpetrators' aerobic capacities were equivalent to those of U.S. Army recruits, he estimated that 76% of the perpetrators had an aerobic capacity of at least 42 mL/kg/min. With respect to the commendation and perpetrator analyses, [he] did not calculate any correlation coefficients.

...Neither the Philadelphia Police Department, the [D.C. Metro] Police, the New York City Transit Police Department, the AMTRAK Police

¹ "Arrest rate" = number of arrests divided by number of incidents to which the officer responded.

Department, the Maryland Mass Transit Administration, the Port Authority of New York and New Jersey, the Federal Bureau of Investigation, the U.S. Drug Enforcement Administration, nor the U.S. Secret Service require their applicants to have an aerobic capacity of 42.5 mL/kg/min or more. No evidence was presented at trial that any other law enforcement agency has such a requirement.... Women constitute 22.4% of Philadelphia police officers, 13% of [D.C. Metro] police officers, and 16% of AMTRAK officers.... but only 7% of SEPTA officers.

SEPTA's requirement that transit police officer applicants demonstrate an aerobic capacity of 42.5 mL/kg/min by completing a 1.5 mile run in 12 minutes is unreasonably stringent and indisputably has a severe adverse impact on women. The test goes far beyond what is actually required for satisfactory or effective police officer performance, and thus needlessly excludes the overwhelming majority of women from even being considered for employment. In holding that SEPTA had established that this requirement is "job related...and consistent with business necessity," the district court committed a number of serious legal and factual errors.

First, the district court applied an overly lenient legal standard when it refused to require SEPTA to show any business necessity for the 42.5 mL/kg/min aerobic capacity requirement. By suggesting that SEPTA need only show that the requirement significantly serves a legitimate business interest, the district court ignored the express language of the statute. In particular, the court failed to note that, in the Civil Rights Act of 1991, Congress emphatically rejected the Supreme Court's adoption of this precise standard in *Wards Cove Packing Co. v. Atonio*...and instead codified the "business necessity" language of *Griggs v. Duke Power Co.* and its progeny.... [T]he court should have examined SEPTA's business necessity defense with particular care, given the test's severe adverse impact on women.

Second, the district court disregarded significant evidence showing that SEPTA's 42.5 mL/kg/min aerobic capacity requirement was not justified by business necessity. In fact, a majority of SEPTA's own incumbent officers have failed the test while continuing to perform their jobs in a satisfactory or even outstanding manner. SEPTA provided no evidence that any of these incumbent officers were unable to meet the physical requirements of the job. SEPTA was also unable to point to a single other law enforcement agency in the country that imposes a comparable requirement on police officer applicants. Indeed, plaintiffs presented extensive evidence that other law enforcement agencies with equally demanding job duties successfully rely on selection procedures with significantly less adverse impact. In light of these facts, SEPTA simply cannot justify a requirement with such a severe impact on women.

Finally, neither [SEPTA's expert's] original report nor any of the other expert reports provided by SEPTA demonstrates that the 42.5 mL/kg/min aerobic capacity requirement is "job-related ... and consistent with business necessity." Even if SEPTA had succeeded in demonstrating that a test of aerobic capacity is job-related, it provided no justification whatsoever for selecting the cutoff score of 42.5 mL/kg/min. In addition, the district court erred in holding that [their expert's] study made no effort to show that a 42.5 mL/kg/min aerobic capacity is necessary for effective performance as a SEPTA transit police officer.

The district court also erred in finding that the various statistical analyses conducted by [SEPTA's expert statistician] demonstrate the job-relatedness and business necessity of the test. Not only were the selection criteria—number of arrests, "arrest rates," and commendations—inappropriate and unreliable measures of job performance, but *the correlations [he] found using these criteria were also too low to demonstrate any practical significance* [emphasis added]. Nor did [his] "perpetrator analysis" demonstrate the job-relatedness of the test under any accepted test validation theory....

In sum, the record is devoid of evidence that SEPTA's 42.5 mL/kg/min aerobic capacity requirement, which excludes almost all women from consideration for positions as transit police officers, is in any way necessary to, or even related to, successful job performance.

By requiring employers to demonstrate that a challenged practice is "job related for the position in question *and* consistent with business necessity," *Title VII makes clear that the "business necessity" burden is separate and in addition to the "job relatedness" burden* [emphasis added].... The district court thus committed a serious error of law in requiring SEPTA to show only that the challenged test was manifestly job-related without any showing of business necessity.... [T]he court should have scrutinized the alleged necessity of the test with particular care in this case because of the severity of the 12-minute cutoff's adverse impact on women...the greater the adverse impact, the greater a showing of job-relatedness that is required.

The United States recognizes that an employer may seek to improve its workforce through applicant testing, so long as the employer demonstrates that the test it uses is valid and that the standard it seeks to impose is actually necessary for safe and effective job performance. ...SEPTA has failed to demonstrate an adequate basis for selecting a cutoff that more than half its workforce has failed on at least one occasion to meet, and that excludes the overwhelming majority of female applicants from even being considered for employment.

A number of other law enforcement agencies...do not eliminate applicants on the basis of an aerobic capacity test; they instead provide

physical training after hire to ensure that applicants can meet the physical requirements of the job.

Neither SEPTA nor the district court...cited any evidence suggesting that officers employed by these other law enforcement agencies are failing to perform their jobs effectively because their aerobic capacities are below 42.5 mL/kg/min. In the absence of any such evidence, the district court erred in holding that SEPTA had established a business necessity for its stringent cutoff.

Title VII requires an employer to do more than simply "articulate a justification" for a cutoff score, particularly where the cutoff has the effect of excluding almost 90% of female applicants. *Even where a test itself is demonstrably job-related, an employer must still show that the chosen cutoff score predicts successful job performance and distinguishes applicants who will be successful performers on the job from those who will be unsuccessful* [emphasis added].

Thus, even where a test itself is valid, selection of a higher than necessary cutoff score violates Title VII if the selected cutoff score has disparate impact [emphasis added].

Title VII does not permit a test developer to substitute his own subjective judgment or opinion for the evidence or judgments provided by subject matter experts...[emphasis added].

[SEPTA's expert statistician's] finding of a "linear" relationship between aerobic capacity and arrests and arrest rates does not compel a different conclusion. A "linear" relationship simply means that a correlation coefficient greater than zero exists. The existence of a "linear" relationship or positive correlation is not legally sufficient to establish the job-relatedness and business necessity of a chosen cutoff score [emphasis added]. Rather...SEPTA must separately demonstrate that the cutoff score is required for or predicts successful job performance. To the extent that the court concluded to the contrary, it erred as a matter of law.

[T]he district court ignored the fact that SEPTA knew that...[the] test would have a severe adverse impact on women, but failed to search for an alternative test that would have less adverse impact...[emphasis added].

The district court committed a fundamental error in concluding that numbers of arrests, "arrest rates," and commendations of incumbent officers were appropriate criterion measures to determine whether SEPTA's aerobic capacity test predicts successful job performance. Criterion measures must be reliable and meaningful measures of job performance; they should not be chosen merely on the basis of availability of data...numbers of arrests, arrest rates, and commendations are not reliable or meaningful measures of SEPTA transit police officer performance. SEPTA has never used [the expert's] criteria in assessing the performance of its officers. Nor is there any evidence that SEPTA

itself considers them reliable and meaningful measures of job performance. *Criterion measures used in a criterion-related validity study must be derived from a proper job analysis* [emphasis added].

SEPTA presented no evidence establishing that any perpetrator out ran or out struggled an officer or otherwise escaped arrest because the aerobic capacity of an officer was below 42 mL/kg/min.

Commendations are awarded for "singular act(s) of outstanding performance," rather than for overall job performance...[SEPTA's expert] never determined whether officers had an equal opportunity to receive a commendation...[and] failed to show that commendations were uniformly and fairly given for similar acts.

Assuming, *arguendo*, that the selected criteria were appropriate, SEPTA must still demonstrate the "practical significance" of any correlation between those criteria and the test...[emphasis added]. The district court rejected the settled case law that practical significance is measured by the magnitude of the correlation coefficient. Instead, the court concluded that SEPTA had established practical significance based on [SEPTA's expert's] projection that SEPTA would have made an additional 470 arrests for Part 1 crimes, had officers with an aerobic capacity below 42 mL/kg/min maintained an aerobic capacity of at least 42 mL/kg/min. By relying on [the expert's] projections rather than examining the magnitude of the correlation coefficient in light of the severe adverse impact of the test, the court erred as a matter of law... *This Court need not reach the issue of whether a correlation of +0.30 or higher is required to satisfy the practical significance' requirement* [emphasis added]. In this case, the district court relied on a correlation of +0.107. Such a correlation is by any measure far too low to be meaningful, especially since it does not even represent a correlation between aerobic capacity and overall job performance.... [T]he highest correlation reported...is +0.22...[and] the court further concluded that if the +0.22 coefficient were corrected for restriction in range, it would reach the magnitude of +0.33... *[I]t is improper to correct the correlation coefficients for restriction in range* [emphasis added].

Although the court considered it "obvious" and "plain common sense" that SEPTA officers need a high aerobic capacity to apprehend perpetrators, "an assumption is not an acceptable substitute for evidence of validity"...[the] employer's burden cannot be carried by "obvious" relationship between selection standards and qualities thought necessary to job performance.

Third Circuit Court of Appeals Decision

In this appeal [*Lanning v. Southeastern Pennsylvania Transportation Authority* (3d Cir., June 29, 1999)], we must determine the appropriate

legal standard to apply when evaluating an employer's business justification in an action challenging an employer's cutoff score on an employment screening exam. We hold today that under the Civil Rights Act of 1991, a discriminatory cutoff score on an entry level employment examination must be shown to measure the minimum qualifications necessary for successful performance of the job in question in order to survive a disparate impact challenge [emphasis added]. Because we find that the District Court did not apply this standard in evaluating the employer's business justification for its discriminatory cutoff score in this case, we will reverse the District Court's judgment and remand for reconsideration under this standard.

This appeal focuses our attention on the proper standard for evaluating whether SEPTA's 1.5 mile run is "job related for the position in question and consistent with business necessity" under the Civil Rights Act of 1991.

The Supreme Court has yet to interpret the job relatedness for the position in question and consistent with the business necessity standard adopted by the Act. In addition, our sister courts of appeals that have applied the Act's standard to a Title VII challenge have done so with little analysis. Because the Act proscribes resort to legislative history with the exception of one short interpretative memorandum endorsing selective case law, our starting point in interpreting the Act's business necessity language must be that interpretive memorandum. The memorandum makes clear that Congress intended to endorse the business necessity standard enunciated in *Griggs*² and not the *Wards Cove*³ interpretation of that standard. By Congress' distinguishing between *Griggs* and *Wards Cove*, we must conclude that Congress viewed *Wards Cove* as a significant departure from *Griggs*. Accordingly, because the Act clearly chooses *Griggs* over *Wards Cove*, the Court's interpretation of the business necessity standard in *Wards Cove* does not survive the Act.

In the context of a hiring exam with a cutoff score shown to have a discriminatory effect, the standard that best effectuates this mission is implicit in the Court's application of the business necessity doctrine to the

² In *Griggs* in 1971, the Supreme Court stated that what is required by Title VII is "the removal of artificial, arbitrary, and unnecessary barriers to employment when the barriers operate invidiously to discriminate on the basis of racial or other impermissible classification" and that in evaluating practices fair in form but discriminatory in operation, "the touchstone is business necessity." The Court was unclear in articulating what an employer must show to demonstrate "business necessity."

³ In *Wards Cove* in 1989, the Supreme Court stated "The dispositive issue is whether a challenged practice serves, in a significant way, the legitimate employment goals of the employer. The touchstone of this inquiry is a reasoned review of the employer's justification for his use of the challenged practice. A mere insubstantial justification in this regard will not suffice, because such a low standard of review would permit discrimination to be practiced through the use of spurious, seemingly neutral practices. At the same time though, there is no requirement that the challenged practice be 'essential' or 'indispensable' to the employer's business necessity for it to pass muster."

employer in *Griggs*, i.e., that a discriminatory cutoff score is impermissible unless shown to measure the minimum qualifications necessary for successful performance of the job in question [emphasis added]. Only this standard can effectuate the mission begun by the Court in *Griggs*; only by requiring employers to demonstrate that their discriminatory cutoff score measures the minimum qualifications necessary for successful performance of the job in question can we be certain to eliminate the use of excessive cutoff scores that have a disparate impact on minorities as a method of imposing unnecessary barriers to employment opportunities.

Our conclusion that the Act incorporates this standard is further supported by the business necessity language adopted by the Act. Congress chose the terms "job related for the position in question and consistent with business necessity." Judicial application of a standard focusing solely on whether the qualities measured by an entry level exam bear some relationship to the job in question would impermissibly write out the business necessity prong of the Act's chosen standard. With respect to a discriminatory cutoff score, the business necessity prong must be read to demand an inquiry into whether the score reflects the minimum qualifications necessary to perform successfully the job in question. See also EEOC Guidelines, 29 C.F.R. § 1607.5(H) [noting that cutoff scores should "be set so as to be reasonable and consistent with normal expectations of acceptable proficiency within the work force"].

Footnote #15: We need not be concerned that implementation of this standard will result in forcing employers to adopt quotas.... If an employer can demonstrate that its discriminatory cutoff score reflects the minimum qualifications necessary for successful job performance, it will be able to continue to use it. If not, the employer must abandon that cutoff score [emphasis added], but is free to develop either a nondiscriminatory practice which furthers its goals, or an equally discriminatory practice that can meet this standard.... [I]t does not follow that SEPTA would then be required to hire women in equal proportion to men. For example, SEPTA could: (1) abandon the test as a hiring requirement but maintain an incentive program to encourage an increase in the officer's aerobic capacities; (2) validate a cutoff score for aerobic capacity that measures the minimum capacity necessary to successfully perform the job [emphasis added] and maintain incentive programs to achieve even higher aerobic levels; or (3) institute a nondiscriminatory test for excessive levels of aerobic capacity such as a test that would exclude 80% of men as well as 80% of women through separate aerobic capacity cutoffs for the different sexes. Each of these options would help SEPTA achieve its stated goal of increasing aerobic capacity without running afoul of Title VII and none of these options require hiring by quotas.

The District Court upheld this cutoff because it was "readily justifiable." The validation studies of SEPTA's experts upon which the

District Court relied to support this conclusion demonstrate the extent to which this standard is insufficient under the Act. The general import of these studies is that the higher an officer's aerobic capacity, the better the officer is able to perform the job. Setting aside the validity of these studies, this conclusion alone does not validate...[the] 42.5mL/kg/min cutoff under the Act's business necessity standard. At best, these studies show that aerobic capacity is related to the job of SEPTA transit officer. *A study showing that "more is better," however, has no bearing on the appropriate cutoff to reflect the minimal qualifications necessary to perform successfully the job in question* [emphasis added]. [The employer's expert's] testimony is particularly instructive on this point. [He] testified that in view of the linear relationship between aerobic capacity and the arrest parameters, any cutoff score can be justified since higher aerobic capacity levels will get you more field performance (i.e., "more is better"). Under the District Court's understanding of business necessity, which requires only that a cutoff score be "readily justifiable," SEPTA, as well as any other employer whose jobs entail any level of physical capability, could employ an unnecessarily high cutoff score on its physical abilities entrance exam in an effort to exclude virtually all women by justifying this facially neutral yet discriminatory practice on the theory that more is better. This result contravenes *Griggs* and demonstrates why, under *Griggs*, a discriminatory cutoff score must be shown to measure the minimum qualifications necessary to perform successfully the job in question [emphasis added]. This is not to say that studies that actually prove that "more is better" are always irrelevant to validation of an employer's discriminatory practice. For example, a content-validated exam, such as a typing exam for the position of typist, which demonstrates that the applicants who score higher on the exam will exhibit better job performance, may justify a rank-ordering hiring practice that is discriminatory. In such a case, a validation study proving that "more is better" may suffice to validate the rank-order hiring. This is true, however, only in the rarest of cases where the exam tests for qualities that fairly represent the totality of a job's responsibilities [emphasis added]. It is unlikely that such a study could validate rank-hiring with a discriminatory impact based upon physical attributes in complex jobs such as that of police officer in which qualities such as intelligence, judgment, and experience surely play a critical role....

The District Court rejected as irrelevant the plaintiffs' evidence that incumbent officers had failed the physical fitness test yet successfully performed the job and that other police forces function well without an aerobic capacity admission test. Under the standard implicit in *Griggs* and incorporated into the Act, this evidence tends to show that SEPTA's cutoff score for aerobic capacity does not correlate with the minimum

qualifications necessary to perform successfully the job of SEPTA transit officer. Accordingly, this evidence is relevant and should be considered by the District Court on remand.

For the foregoing reasons, it is clear to us that the District Court did not employ the business necessity standard implicit in *Griggs* and incorporated by the Act which requires that a discriminatory cutoff score be shown to measure the minimum qualifications necessary for successful performance of the job in question in order to survive a disparate impact challenge. We will therefore vacate the judgment of the District Court and remand this appeal for the District Court to determine whether SEPTA has carried its burden of establishing that its 1.5 mile run measures the minimum aerobic capacity necessary to perform successfully the job of SEPTA transit police officer. *Because this is the first occasion we have had to clarify the Act's business necessity standard, on remand the District Court may wish to exercise its discretion to allow the parties to develop further the record in keeping with the standard announced here* [emphasis added].

Dismissing Third Circuit Opinion

Aerobic capacity is an objective, measurable factor which gauges the ability of a human being to perform physical activity. The aerobic demands on the human system are affected by absolutes such as the distance traveled, the speed, the number of steps to be climbed, and similar factors. Governmental agency pronouncements will not shorten distances, reduce the number of steps, or decrease the aerobic capacity of perpetrators to match the reduced standards of officers, male or female. Some males and more females cannot meet the necessary requirements. Based on the facts established at trial, those individuals simply cannot perform the job efficiently. To the extent that they cannot, their hire adversely affects public safety.

The Civil Rights Act of 1991 presents another potential barrier to the relative fitness test. [The Act] prohibits "in connection with the selection or referral of applicants or candidates for employment...to...use different cutoff scores...for employment related tests on the basis of...sex." By its plain language, [the Act's] race norming prohibition arguably prohibits a relative fitness test. The District Court concluded that this provision did not apply. I have some doubt on that ruling, but need not reach that issue because I would affirm it on other bases.

I O T A S

Allan H. Church
W. Warner Burke Associates, Inc.

Listed below are the latest happenings in the world of I-O including recent awards, promotions, updates, job changes, and members on the move. Be sure to send your IOTAS to me at Allanhc@aol.com and I'll be sure to include them in a future issue.

Awards

Fred E. Fiedler has been elected a James McKeen Cattell Fellow by the American Psychological Society. In her letter, Elizabeth Loftus, President of APS, stated:

This award, bestowed upon only two recipients each year, is given for a career of significant intellectual contributions to the science of psychology in the area of applied psychological research. The James McKeen Cattell Award is among the highest of all awards offered by APS, and acceptance of this honor will place [the recipient] among the ranks of psychology's most distinguished scientists.

Fiedler is Professor Emeritus of Psychology at the University of Washington. He is a SIOP fellow who, among other awards, has received SIOP's Distinguished Scientific Contributions Award in 1996, the 1979 Award for Outstanding Scientific and Professional Contributions to Military Psychology, and in 1993 was named "Distinguished Educator of the Year" by the American Academy of Management. He served as President of the Division of Organizational Psychology of the International Association for Applied Psychology from 1988-1992.

J. Kevin Ford, Eleanor Smith, Stanley Gully, Daniel Weissbein, and Eduardo Salas are the recipients of the 1998 Research Award from the American Society for Training & Development for their paper "Relationship of Goal Orientation, Metacognitive Activity, and Practice Strategies with Learning Outcomes and Transfer," which was published in 1998 in the *Journal of Applied Psychology*, 83(2). ASTD's Research Award recognizes an outstanding original piece of research published in a refereed journal, which holds major implications for practices of workplace learning and performance. The Award winner is selected by the ASTD Research Committee and the award is given at the annual conference each May.

Other Forms of Recognition

Ed Locke recently received a research chair, the Dean's Chair in Motivation and Leadership, at the Robert H. Smith School of Business, University of Maryland, College Park.

Donald A. Hantula was recently tenured and promoted to Associate Professor of Social and Organizational Psychology at Temple University in Philadelphia. Don can be reached at hantula@astro.ocis.temple.edu.

Meryl Ginsberg emailed to let us know that **Bernardo Ferdman** has been elected President of the Interamerican Society of Psychology/Sociedad Interamericana de Psicología (SIP) at the organization's biennial conference held recently in Caracas, Venezuela. Ferdman is an associate professor of organizational psychology at the California School of Professional Psychology in San Diego. He is also a management consultant with the campus' Organizational Consulting Center. "This is an important honor," said **Dr. Rodney Lowman**, Director of Organizational Programs at CSPP-San Diego, concerning Ferdman's selection as the Society's future President. "We're excited because this underscores CSPP's reputation for being an institution that focuses on cultural diversity." The Society's next Congress will be held in Santiago, Chile, in 2001, and Ferdman will preside over the 2003 Congress in Lima, Peru.

Academician Yuri S. Osipov, President, Russian Academy of Sciences, and Academician N. A. Plate, Secretary General of Science, Russian Academy of Sciences, announced today the election of **John H. Proctor, Ph.D.**, of Vienna, Virginia as a (full) Foreign Member of the Russian Academy of Sciences. The election letter from the General Meeting of the Russian Academy on June 2, 1999, states the RAS election as "recognizing your scientific merits" and that it "expresses our confidence that your election as a foreign member of RAS will contribute to further strengthening of ties between scientists of our two countries." The Russian Academy of Sciences (RAS) is the top scientific establishment of Russia, and the third oldest academy of sciences in the world. Founded by Peter the Great in 1724, it has risen to be one of the world's unique institutions encompassing national systems of education, basic research, technology development and application. The Academy is in essence a community of prominent Russian scientists designated as Academicians (less than 500) and Corresponding Members. The membership is restricted to 1,100 living members at a time. In its 275 years of existence, the RAS has elected 156 Americans as Foreign Fellows who have full membership in the Academy. Among the Americans honored in the past were Benjamin Franklin and Albert Einstein.

People on the Move

Kecia M. Thomas wrote in about some recent changes in the works in the University of Georgia Applied Psychology Program (APP) and the Department of Psychology. **Garnett Stokes** has left her position as APP chair to accept a

position as the head of the Psychology Department at UGA. **Chuck Lance** is now the program chair of the APP.

Robert E. Ployhart has recently graduated from Michigan State University and will be starting as an assistant professor at the University of Maryland. He can be reached at the Department of Psychology, Biology/Psychology Building, University of Maryland, College Park, MD 20742, ployhart@psyc.umd.edu.

Kurt Kraiger of the University of Colorado at Denver has been appointed to the Committee on Human Factors of the National Research Council, joining a multidisciplinary group that also includes **Dan Ilgen**, **Larry James**, **Karlene Roberts** and **Bill Howell** (see July, 1999 *TIP*). Kurt will be on sabbatical during AY 1999-2000 and will spend about half the year on Oahu working on several training books.

K. Michele (Micki) Kacmar of the Department of Management, College of Business at Florida State University, has recently been appointed as the new Editor of the *Journal of Management* for 2000-2003.

The Washington, D.C. office of the Human Resources Consulting Group of Aon Consulting has moved to their new office in Northern Virginia. SIOP members **Matthew Redmond**, **Paige Wolf**, **Cindy Parker**, and **Dan Russell** can now be reached at Aon Consulting, 2600 Park Tower Dr., Suite 101, Vienna, VA 22180, (703) 207-9375.

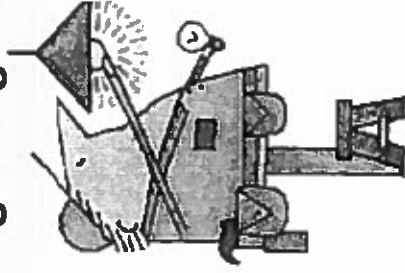
Fred Frank, Senior VP Acquisitions/Business Development for AlignMark, a division of The Thomson Corporation, has recently left to pursue other interests. Fred's company, ESS, of which he was President and Co-founder, was acquired by Thomson in 1997, and then he helped create a new division in Thomson, AlignMark. Fred previously was a co-founder of Assessment Designs which was acquired by Wilson Learning. Fred can be reached at (407) 333-0372 fdfrank@worldnet.att.net

Books & Resources

Sidney A. Fine, of Sidney A. Fine Associates, and **Steven F. Cronshaw**, of the University of Guelph, Canada, wrote in to tell us that their new book *Functional Job Analysis: A Foundation for Human Resource Management* has just been published by Lawrence Erlbaum. The book was written to address the need for timely, thorough, practical, and defensible job analysis for HR managers.

The Human Resources Research Organization (HumRRO) sponsors an annual fellowship program to reward, recognize, and support a graduate student for outstanding research efforts with high potential for significant contributions to the field of I-O Psychology. Carl Thoresen of the University of Iowa was selected as the 1999-2000 recipient of the HumRRO Fellowship in I-O Psychology.

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CONFERENCES AND MEETINGS

This list was prepared by David Pollack. Please submit additional entries to David Pollack at the U.S. Immigration and Naturalization Service, 800 K Street, NW, Room 5000, Washington, DC 20536, or call (202) 305-0081, fax entries to (202) 305-3664, or send email to David.M.Pollack@usdoj.gov.

2000

March 3-5: 21st Annual Industrial Organizational/Organizational Behavior Graduate Student Conference. Knoxville, TN. Contact: James LeBreton, jlebreto@utk.edu.

March 8-12: Annual Conference of the Academy of Human Resource Development. Raleigh-Durham, NC. Contact: AHRD, (504) 334-1874.

March 28-April 2: Annual Conference of the Southeastern Psychological Association. New Orleans, LA. Contact: SEPA, (850) 474-2070.

March 29-April 6: Annual Conference of the American Society for Public Administration. San Diego, CA. Contact: ASPA, (202) 393-7878.

April 14-16: 15th Annual Conference of the Society for Industrial and Organizational Psychology. New Orleans, LA. Contact: SIOP, (419) 353-0032.

April 24-28: Annual Convention, American Educational Research Association. New Orleans, LA. Contact: AERA, (202) 223-9485.

April 24-28: Annual Convention, National Council on Measurement in Education. New Orleans, LA. Contact: NCME, (202) 223-9318.

May 1-4: 28th International Congress on the Assessment Center Method. San Francisco, CA. Contact: DDI, (412) 257-3952.

May 20-25: Annual Conference of the American Society for Training and Development. Dallas, TX. Contact: ASTD, (703) 683-8100.

May 24-26: 8th Annual Symposium on Individual, Team, and Organization Effectiveness. Denton, TX. Contact: Center for the Study of Work Teams, (940) 565-3096 or workteam@unt.edu.

June 2-6: Annual Conference of the International Personnel Management Association Assessment Council. Washington, DC. Contact: IPMA, (703) 549-7100.

June 8-11: Annual Convention of the American Psychological Society. Miami, FL. Contact: APS, (202) 783-2077.

June 13-16: 30th Annual Information Exchange on What is New in O.D., Pacific Grove, CA. Contact: Organization Development Institute, (440) 729-7419.

June 25-28: Annual Conference of the Society for Human Resource Management. Las Vegas, NV. Contact: SHRM, (703) 548-3440.

June 25-28: Seventh Bi-Annual Conference of the International Society for the Study of Work and Organizational Values (ISSWOV), Jerusalem, Israel. Contact: ISSWOV, 972-2-6520574.

July 17-22: 20th O.D. World Congress. Goa, India. Contact: Organization Development Institute, (440) 729-7419.

July 30-Aug 4: Annual Conference of the Human Factors and Ergonomics Society. San Diego, CA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.

Aug 4-8: Annual Convention of the American Psychological Association. Washington, DC. Contact: APA, (202) 336-6020.

Aug 6-9: Annual Meeting, Academy of Management. Toronto, Canada. Contact: Academy of Management, (914) 923-2607.

Aug 13-17: Annual Convention of the American Statistical Association. Indianapolis, IN. Contact: ASA, (703) 684-1221.

Sept. 11-13: 11th Annual International Conference on Work Teams. Dallas, TX. Contact: Center for the Study of Work Teams, (940) 565-3096 or workteam@unt.edu.

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CALLS AND ANNOUNCEMENTS

Call for Papers

43rd Annual Meeting of the Midwest Academy of Management

The Midwest Academy of Management invites your submissions for the 2000 Conference, to be held Thursday through Saturday, March 30—April 1, 2000 at the Holiday Inn Mart Plaza, Chicago. The theme of the conference will be: "Working Together: Learning Through Collaboration" and will be conducted in cooperation with the Midwest Decision Science Institute (<http://www.cob.niu.edu/dsi/>). The deadline for submissions is **October 26, 1999**. Highlights of the conference will include a doctoral consortium, practitioner sessions on effective and ineffective uses of teams in the workplace, sessions on using group-based pedagogy, and prominent speakers from academia and business discussing recent trends in research and practice related to the conference theme. The program will include academic speakers such as David Whetten (Brigham Young University), President of the Academy of Management, Bala Chakravarthy (Univ of Minnesota), Jill Kickul (DePaul University) and Lisa Gundry (Director, DePaul's Leo V. Ryan Center for Creativity and Innovation), and Richard Linowes (American University) and Carol Sanches (Grand Valley State University). Top management practitioners from well-known companies, such as Motorola, GE Capital, Lucent Technologies, USG Corporation, IGA, Toyota North America, and Ameritech will also participate in panels and presentations.

We encourage submissions for papers and symposia directed to the theme, but will review all submissions related to contemporary management practices. Submissions should be directed to one or more tracks, which include: Organizational Behavior & Organizational Theory; HR & Careers; Management Education: Teaching & Instruction; Strategic Management & International Management; Social Issues in Management & Environmental Management; Entrepreneurship; Organizational Development and Alternative Discourses: e.g. Postmodern, Feminist, Spiritual, Ethical Inquiry.

To receive a Call for Papers with submission information, please contact: **Nancy Day, Program Chair, Univ. of Missouri-Kansas City, Office: (816) 235-2333, Fax: (816) 235-6506, dayn@umkc.edu** Please visit the **MAM Website for up-to-date information on the Conference: <http://www.utoledo.edu/~mwacad>** We hope you join us in Chicago in 2000!

A Bench-Marking Manual Measures of Job Satisfaction, Mental Health and Job-Related Well-Being

This bench-marking manual is now available as part of a research dissemination strategy from the Institute of Work Psychology and the ESRC Centre for Organisation and Innovation. Written by S. Mullarkey, T. D. Wall, P. B. Warr, C. W. Clegg, and C. B. Stride, the manual provides comparative data for three widely used measures of Job Satisfaction (Warr, Cook & Wall, 1979), Mental Health (the General Health Questionnaire, GHQ-12, Goldberg, 1972), and Job-Related Well-Being (Warr, 1987). The data are derived from a combined sample of over 40,000 respondents, from 29 samples covering employees from more than 100 organizations. Values are presented for each measure and for its subscales and/or main variants.

Information provided includes internal reliabilities for each sample, and means and standard deviations by occupational group broken down by age and gender. Two classifications of occupation are used. One distinguishes between the nine major occupational groups as defined by the Standard Occupational Classification system. The other reflects the more specific properties of the overall data set and identifies 16 more specific groups (e.g., industrial managers, supervisors, support staff, shopfloor employees, clerical staff, NHS Trust managers, doctors, nurses).

The publication is not intended to be commercial or profit-making. Nonetheless, in order to recover some of the costs of collecting and analyzing the data, as well as of printing and distributing the manual, the price is £40.00 (including post and packing). The manual is not available from bookshops.

Copies may be ordered by contacting **Ms. Nicky Vivian, Institute of Work Psychology, University of Sheffield, Sheffield, S10 2TN, tel. +44 (0)114 222 3228; e-mail n.vivian@sheffield.ac.uk**. Payments may be made by sending a check for £40.00 made payable to the University of Sheffield; or by invoice.

Call for Papers

Journal of Organizational Behavior: Special Issue on Shared Cognition in Teams and Organizations

Recently, attention has been focused on determining the factors that contribute to effective team performance in organizations. In particular, researchers have been interested in defining how shared cognition among team members affects team performance (Cannon-Bowers, Salas, & Converse, 1993; Klimoski & Mohammed, 1994). The notion of shared cognition—which has been variously described as team mental models, shared mental models, shared knowledge, or team cognition—encompasses the notion that effective team members hold knowledge that is either compatible, complementary, and/or overlapping with teammates. Furthermore, this shared knowledge enables team members to have more accurate expectations and a

compatible approach for task performance. Hence, shared knowledge is expected to improve team, and in turn, organizational effectiveness.

Despite several years of research into the shared cognition construct, there are still many questions to be answered regarding exactly what shared cognition is, what knowledge needs to be shared among members, and how various types of shared knowledge affect organizational performance. In particular, it is yet to be determined how best to measure shared cognition, and determine empirically its impact on performance. The purpose of this Special Issue is to publish articles that address these issues. The issue will be edited by Eduardo Salas and Janis A. Cannon-Bowers.

We seek submissions that will further our understanding of how shared cognition may improve team performance in organizations. We will consider theoretical pieces that integrate and extend current thinking as well as manuscripts that tackle measurement issues and that provide empirical support for the efficacy of the construct. Both field and laboratory studies are welcome.

Possible topics include, but are not limited to the following: What are shared mental models? What is shared cognition? What are the theoretical underpinnings behind shared cognition? Why is shared cognition important for organizational behavior? What are the measurement challenges? How are shared mental models best assessed? What are the level of analysis issues? What human resource strategies can be used to foster shared cognition in teams or organizations? Are shared mental models predictive of team or organizational performance?

Authors should follow *JOB* instructions in preparing manuscripts. Please submit five copies of manuscripts to: **Eduardo Salas, 4010 Gallagher Loop, Casselberry, FL 32707, e-mail: SalasEA@navair.navy.mil. Contributions should be received by December 1, 1999.**

Call for Papers: Consulting Psychology Journal

The Division of Consulting Psychology (13) is seeking manuscripts for its quarterly publication *Consulting Psychology Journal: Practice and Research*. An official APA division journal, *CPIJ* is masked reviewed and publishes articles in the following areas:

- (a) theoretical and conceptual articles with implications for consulting
- (b) original research regarding consultation
- (c) in-depth reviews of research and literature on consulting practice
- (d) case-studies that demonstrate applications or critical issues
- (e) articles on consultation practice development
- (f) articles that address unique issues of consulting psychologists

Potential authors are encouraged to contact the editor for more information. Submissions (in triplicate) for review should be sent directly to: **Richard Diedrich, Ph.D., Editor, The Hay Group, 116 Huntington Avenue, Boston, Massachusetts, 02116-5712, tel. (617) 425-4540, fax: (617) 425-0073.**

New Degree Programs: California School of Professional Psychology

Announcing new degree programs beginning this Fall at the California School of Professional Psychology, with WASC-accredited campuses in Alameda, Fresno, Los Angeles, and San Diego (clinical psychology programs also APA accredited):

- an advanced standing doctoral (PsyD) program in school psychology (Fresno, with a satellite program in Los Angeles) that is admitting MA degree holders only at this time
- a doctoral (PsyD) program in forensic psychology at Los Angeles (formerly only in Fresno)
- a part-time, evening doctoral (PsyD) program in clinical psychology that will be conducted at a satellite location in Sacramento

A new degree program starting in Fall 2000

- a doctoral (PhD) degree program in consulting psychology, the first of its kind in the U.S. (will prepare psychologists for licensure and for conducting assessment and interventions with individuals and groups, and at the organizational level).

For further information, contact: **Meryl Ginsberg, Director of Communications, CSPP, 2728 Hyde Street, San Francisco, CA 94109, (415) 346-4500 ext. 209, mginsberg@cspp.edu**

The HumRRO Fellowship in I/O Psychology

Since 1951, the Human Resources Research Organization (HumRRO) has applied science and technology to enhance human performance and organizational effectiveness. Toward this end, we have drawn on both time-tested principles about human behavior and new scientific and technologically advanced tools and concepts. HumRRO conducts these activities with the aim of finding practical solutions to real-world problems. HumRRO is sponsoring a millennial year fellowship opportunity for Industrial/Organizational (I/O) graduate students or students in fields congruent with the objectives of SIOP. The recipient will receive an award of \$10,000.

For more information and application materials, visit our website at **www.HumRRO.org** or contact **Jessica Turner (703-706-5687) at HumRRO, 66 Canal Center Plaza, Suite 400, Alexandria, Virginia 22314**. The application deadline is March 15, 2000.

LOOKING FOR SUBJECTS: EXPATRIATES

I am looking for expatriates who have completed their assignments to complete a survey for a Master's Thesis on Expatriate Selection and Success Rates. The questionnaire can be completed via e-mail and soon will be posted on the World Wide Web. Please contact Maria Becerra at **mcbecmar@aol.com** to participate in this survey. Thank you.

Call for Proposals

**Twenty-Fourth Annual IPMAAC Conference on Personnel Assessment
Saturday, June 3—Wednesday, June 7, 2000—Washington, D.C.**

Proposal Due Date: Monday January 10, 2000

IPMAAC is an international nonprofit organization of over 600 human resource professionals focusing on the broad spectrum of personnel assessment and related workforce effectiveness issues. The annual conference offers professionals the opportunity to share their latest research, programs and ideas with their peers. Since its founding, the IPMAAC membership has demonstrated a commitment to building a solid applied and theoretical research foundation for their professional activities; and has developed a spirit of cooperation and mutual support that pervades the organization. You are cordially invited to be a part of that IPMAAC tradition.

All topics within the area of personnel assessment and selection are welcome at the conference, as are related topics within the field of personnel management. Presented below are examples of potential program topics:

- Challenges/Innovations in Personnel Assessment
- Programs and Practices Demonstrating Excellence in Assessment
- Strategies/Techniques for Managing the Assessment Function
- Information Technology in Personnel Assessment
- Responses to Environmental Changes/Role of Assessment Professionals

Session Formats

Session formats include symposia, panel discussions, paper presentations, tutorials, and workshops.

Participation Requirements

Eligibility—anyone may submit a proposal for consideration. Membership in IPMAAC is not required.

Review of Proposals

Proposals will be reviewed by the Program Committee for technical soundness, theoretical and/or practical significance, and interest to the membership. Notice of acceptance/rejection of proposals will be made in early March.

To receive a proposal packet or for more information, please contact either:

Robyn Talesnik IPMAAC Program Co-Chair Maryland State Highway Admin. 707 N. Calvert Street, 602 Baltimore, MD 21202 Tel (410) 545-5630 Fax (410) 209-5019 rtalesnik@sha.state.md.us	Kathryn Paget IPMAAC Program Co-Chair Western Region Item Bank 157 W. Fifth Street San Bernardino, CA 92415-0440 Tel (909) 387-6086 Fax (909) 387-5609 Kpaget@hr.co.san-bernardino.ca.us
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CALL FOR PAPERS: ASAC-IFSAM 2000

IFSAM and ASAC are pleased to invite management scholars from around the world to participate in their Joint International Conference in Montreal, Canada, July 8–11, 2000.

The International Federation of Scholarly Associations of Management (IFSAM) brings together associations and academies of management from over 20 countries. The Administrative Sciences Association of Canada (ASAC) will be the host of IFSAM's 5th World Congress in Montreal, following those held in Tokyo (1992), Dallas (1994), Paris (1996) and Alcalá de Henares (Spain, 1998).

The theme of the conference is "Taking Stock." The idea is to take the opportunity of the new millennium to step back and look at what management scholars and teachers have contributed to management knowledge, education and practice, and to consider what we might do better in the future. We welcome submissions dealing with all areas of management scholarship including organizational behavior, human resources, management education, organizational theory, strategy, and women in management.

MONTREAL and all that jazz

The conference site will be the Université du Québec à Montréal in the heart of Montreal, one of North America's most fascinating cities. Amongst other attractions, the city's renowned International Jazz Festival (400 concerts, including 300 free outdoor shows, and 1 million participants) is planned for June 28–July 8, 2000, just prior to the conference.

HOW TO PARTICIPATE

Contributors may submit regular format articles (10 single-spaced pages maximum) or poster papers. We also encourage the submission of proposals for international symposia that bring together people from different countries to address a topic of common interest, preferably with some relation to the conference theme. The deadline for submissions from outside Canada is 5th December, 1999.

For more information, including detailed instructions for preparing submissions, please visit our web site: <http://asac-ifsam2000.uqam.ca> or contact the Program Coordinator: **Ann Langley** (langley.ann@uqam.ca)

POSITIONS AVAILABLE

ALLSTATE RESEARCH AND PLANNING CENTER. Intern with specialization in organizational and business issues. San Francisco Bay area. The Allstate Research and Planning Center, Allstate Insurance Co., has an opening for an intern during 2000. The person selected will work with our staff of psychologists and industrial engineers on a range of assignments such as: organizational analyses, selection systems, job design, work productivity, educational program evaluation, and employee morale and behavior surveys. The ideal candidate will be an advanced level doctoral student (i.e., 3rd or 4th year), have excellent computer and statistical skills (proficiency with SAS or SPSS is a requirement), be able to meet deadlines, work both independently and on team projects, and be available full-time for a minimum of 3-4 months. Our intern assignments typically involve strategic analyses of existing databases, with work in multiple topic areas. Preference is for a summer intern, but other suggestions will be considered. Temporary relocation to the Menlo Park, CA area (located about 35 miles south of San Francisco) is required. This is an opportunity to be a part of an advanced technology corporate research center staffed by over 100 professionals in a variety of research disciplines, including psychology, business, economics, finance, market research, actuarial science, etc. Review of applications will continue until the position is filled. For best consideration, contact us prior to February 1, 2000. Allstate Insurance Co. is an Equal Opportunity Employer. We offer a competitive intern program. Submit your resume, detailing relevant training, and prior work or intern assignments to: **Ms. Becky Cottrell, Human Resources Division Manager, Job WRI, Allstate Research and Planning Center, 321 Middlefield Road, Menlo Park, CA 94025 (Fax: 650-324-9347; E-mail: BCOTT@ALLSTATE.COM).**

I/O PSYCHOLOGY INTERNS. FORD MOTOR COMPANY is accepting applications for pre-doctoral internships in industrial/organizational psychology. Ford is a worldwide leader in automotive products and financial services with 325,000 employees, including 143,000 employees in U.S. automotive operations.

The internships are full-time and last 12 months. Interns will be working with I/O psychologists and HR professionals on a variety of projects, most of which are international in scope. Projects include selection research, employee surveys and organizational development. All positions are located in Dearborn, Michigan.

Applicants must be enrolled in an I/O doctoral program and have completed a master's degree or be admitted to doctoral candidacy. Candidates should have experience in the following areas: selection research, construction of tests/surveys, and statistical analysis. Familiarity with SPSS is preferred but not required. Experience with web authoring or foreign language skills such as German, Spanish, or French are also preferred but not required. Ford is an Equal Employment Opportunity Employer committed to a culturally diverse workforce.

Interested applicants should submit a cover letter and resume to: **Michele Jayne, Ph.D., Ford Motor Company, Personnel Research Services, World Headquarters Room 710, Dearborn, MI 48121-1899. Fax: 313-323-8531; e-mail: mjayne@ford.com.**

ASSISTANT PROFESSOR. The University of Tulsa invites applicants for a tenure-track appointment in the Department of Psychology beginning Fall 2000. We seek a well-rounded scholar who can develop a highly productive applied research program and teach graduate and undergraduate courses in research methods and statistics. Area of specialization is open but ability to contribute in areas relevant to our M.A. and Ph.D. programs in I/O and Clinical Psychology is essential, e.g., organizational development, training, program evaluation, personality assessment, or community psychology. Review of applications begins immediately and will continue until the position is filled. Applications (including CV, letters of reference, and examples of scholarly work) should be sent to **Tod Sloan, Ph.D., Department of Psychology, The University of Tulsa, 600 South College Ave., Tulsa, OK 74104-3189. Inquiries may be e-mailed to tod-sloan@utulsa.edu.** The University of Tulsa is an EEO/AA employer.

THE UNIVERSITY OF MICHIGAN-DEARBORN, School of Management invites applications for a tenure track faculty position in the area of Organizational Behavior, with a secondary interest in HRM desirable. This appointment will be for an Assistant/ Associate Professor and will begin September, 2000. Ph.D. in Organizational Behavior or related area is preferred, but ABD will be considered. The ability to make contributions in teaching, research, and service to the field of Organizational Behavior is required. Preference will be given to persons with teaching experience at the rank level. Salaries are AACSB competitive. Support for research and development is available.

The University and School: UM-Dearborn is one of three University of Michigan campuses, located on 200 acres in the metropolitan Detroit area. It has an enrollment of 8,300 students in baccalaureate and selected masters degree programs in arts and science, education, engineering, and management. The School of Management is AACSB accredited and has 1,400 students, with

1,000 undergraduates and 400 part-time graduate students. The University of Michigan-Dearborn is dedicated to the goal of building a culturally diverse and pluralistic faculty committed to teaching and working in a multicultural environment, and strongly encourages applications from minorities and women.

All applicants must submit a letter of application, vita, graduate transcript, and three letters of references to: **Julie Dziekan, Assistant Dean, School of Management, The University of Michigan-Dearborn, Dearborn, MI 48128-1491.** Applications will be reviewed beginning immediately and will be accepted until the position is filled. Those received prior to October 31, 1999 will be given highest consideration.

The University of Michigan-Dearborn is an equal opportunity affirmative action employer.

EVALUATION SCIENCE. The Department of Psychology at Michigan State University is seeking outstanding evaluation scientists for one, or possibly two, tenure system faculty positions at the rank of Assistant Professor effective August 16, 2000 pending approval by the Provost. In one position, we seek an individual with strong qualitative research interests and skills, perhaps including an interest in evaluation theory development, the comparison of evaluation methods, and/or the development of ways to improve the construction and dissemination of evaluations. In the second position, we seek individuals who have expertise in longitudinal data analysis and developmental models with expertise in time series analysis, structural equation models, regression analysis, nonlinear dynamics, and/or other techniques that seek to model or understand both latent and manifest change in the status of people's behavior over time. Successful applicants for both these positions will be expected to establish an independent research program and to contribute to an innovative cross-area initiative in evaluation science. The primary substantive interests of the applicant may be in any area of psychology (e.g., clinical, community, industrial-organizational, developmental). Applicants will also be expected to contribute to both undergraduate and graduate instructional programs. Send 3 letters of recommendation, copies of recent published papers or preprints, a vita, description of statistical/methods skills, and brief description of a three-year research program to: **Professor Neal Schmitt, Department of Psychology, Michigan State University, East Lansing, MI 48824.** Review of applications will begin December 1, 1999 and continue until positions are filled. Minority and women candidates are especially encouraged to apply. MSU is an EO/AA employer.

APPLIED COGNITIVE SCIENCE. The Department of Psychology at Michigan State University seeks outstanding scientists for two tenure system

positions at the rank of Assistant Professor effective August 16, 2000, in an applied Cognitive Science Initiative intended to integrate cognitive, industrial-organizational and social approaches to expertise in skilled performance. Candidates should have strong training in cognitive psychology, and a research program that prepares them to interact with faculty and students interested in the applications of cognitive psychology to real-world problems, especially problems with implications for workplace effectiveness. Candidates should be interested in helping to design graduate and undergraduate courses that focus on such applications. Expertise in computational modeling is desirable. One position emphasizes acquisition, organization and deployment of complex knowledge, focusing on acquisition of skill and expertise, structure of knowledge representation long term memory, and/or cognitive task analysis. The other position emphasizes individual differences and/or developmental constraints on knowledge, skill, and expertise, including the impact of cognitive aging. Please send a cover letter discussing research and teaching interests and how they relate to real-world problems, plus a vita, three or more letters of recommendation, and representative papers to: **Thomas Carr, Applied Cognitive Search Committee, Dept. of Psychology, Michigan State University, East Lansing, MI 48824-1117.** Review of applications will begin by November 12, 1999 and will continue until the positions are filled. Minority and women candidates are especially encouraged. MSU is an EO/AA employer.

DEPARTMENT OF PSYCHOLOGY AT MICHIGAN STATE UNIVERSITY. The Department of Psychology at Michigan State University is seeking an outstanding clinical psychologist for a tenure system appointment at the rank of assistant professor effective August 16, 2000. We seek a clinical psychologist with a neuropsychological, cognitive, and/or cognitive-neuroscience orientation who has the potential to be a highly productive scholar and effective teacher for our undergraduate and graduate programs. Send vitae, statement of research interests, copies of representative publications, and three letters or recommendation to: **Professor Anne Bogat, Department of Psychology, Michigan State University, East Lansing, MI 48824.** Review of applications will begin November 1, 1999 and continue until a suitable candidate is identified. Minority and women candidates are especially encouraged to apply. MSU is an Equal Opportunity/Affirmative Action Employer.

ASSISTANT PROFESSOR OF SOCIAL OR PERSONALITY PSYCHOLOGY. The Department of Psychology at Michigan State University seeks applicants for a tenure system position effective 8/16/00. Applicants with specialization within any area of social or personality psychology are encouraged to apply. Although general potential for quality research and teaching will

be the primary evaluative criterion, applicants with certain substantive interests are particularly welcome. The latter include interpersonal relations, the self, personality, small group behavior, social cognition, and stereotyping. Minority and women applicants are also strongly encouraged to apply. Application deadline is November 1, 1999. Send vita, three letters of recommendation, and pre-reprints to **Professor Norbert Kerr, Department of Psychology, Michigan State University, East Lansing, MI 48824-1117**. MSU is an AA/EEO employer.

DEVELOPMENT DIMENSIONS INTERNATIONAL. At Development Dimensions International (DDI), now in its 30th year, rapid growth and expansion are creating multiple opportunities for highly qualified candidates. We are looking for your innovative contributions to be a part of our continued success! Opportunities are currently available in our world headquarters and other locations. For a complete listing of current opportunities and locations, please visit us at <http://www.ddiworld.com>.

For consideration, please forward a resume to: **Development Dimensions Intl., Code: EATIP, 1225 Washington Pike, Bridgeville, PA 15017, Fax: 412-257-5367 or 412-220-2958, E-mail: resumes@ddiworld.com**

DDI values diversity and is an equal opportunity employer.

THE DEPARTMENT OF PSYCHOLOGY AT THE UNIVERSITY OF MINNESOTA seeks nominations and applications for the **Marvin D. Dunnette Distinguished Professorship** in Industrial and Organizational Psychology, a tenure-track position in Industrial/Organizational Psychology at the rank of assistant professor.

Applicants' research emphasis should focus on the psychology of individual differences as it impacts effective organizational behaviors. We are particularly interested in candidates who will complement the expertise of current I/O faculty and broaden the program's coverage of various subfields within I/O psychology.

Applicants must have completed the requirements for the Ph.D. in psychology or a closely related field by August 15, 2000 and developed an exemplary research record that is commensurate with time since the Ph.D. The successful candidate will be expected to maintain a strong program of research, advise graduate students, teach courses at both the graduate and undergraduate level, and contribute to the service needs of the department, college, and university. Salary will be competitive. The Dunnette endowment offers significant research support for an initial term of 5 years with the possibility of an extension of such support for an additional 3 years. This is a full-time, nine-month position. The beginning date for this position is August 28, 2000.

Interested candidates should submit a vita, three letters of reference, representative publications, a summary of current and future research interests, and evidence of teaching effectiveness to: **Appointments Committee, Department of Psychology, University of Minnesota, N218 Elliott Hall, 75 East River Road, Minneapolis, MN 55455-0344**. Please reference your letter of application with "Position CLA #773." Review of applications will begin on November 1, 1999 and continue until the position is filled. Please see full position announcement at <http://www.psych.umn.edu>.

The University of Minnesota is an equal opportunity educator and employer.

THE DEPARTMENT OF PSYCHOLOGY AT THE UNIVERSITY OF MINNESOTA seeks nominations and applications for a full-time, nine-month, tenured faculty position in Industrial-Organizational Psychology at the rank of Associate Professor or Professor.

The position focuses on the enhancement of individual performance, job satisfaction, and effective career progression. This is a broad perspective that includes such areas of research and theory as performance assessment, modeling the determinants of job satisfaction and procedural justice, leadership, job design, work motivation, training and instruction, problem solving and decision making, occupational exploration and career development, stress management, the determinants of team performance, and organizational development.

Applicants must currently have a Ph.D. in psychology, or a closely related field, and have completed an exemplary research record that is commensurate with time since the Ph.D. The successful candidate will be expected to maintain a strong program of research, advise graduate students, teach undergraduate and graduate courses, and contribute to the service needs of the department, college, and university. Salary will be competitive. The beginning date is negotiable.

Interested candidates should submit a vita, three letters of reference, representative publications, a summary of current and future research interests, and evidence of teaching effectiveness that might take the form of a brief narrative of teaching experience, student or peer evaluations, or summaries thereof, to: **Appointments Committee, Department of Psychology, University of Minnesota, N218 Elliott Hall, 75 East River Road, Minneapolis, MN 55455-0344**. Please reference your letter of application with "Position CLA #772." Review of applications and nominations will begin on October 15, 1999 and continue until the position is filled. Please see full announcement at <http://www.psych.umn.edu>.

The University of Minnesota is an equal opportunity educator and employer.

THE DEPARTMENT OF PSYCHOLOGY AT XAVIER UNIVERSITY invites applicants for an Associate or Assistant tenure-track position in industrial/organizational psychology or related field to serve as a faculty member and direc-

tor of our master's degree program in I/O psychology beginning in Fall, 2000. Must demonstrate successful experience in program management of an appropriate type, or show outstanding potential. Doctoral degree is necessary with emphasis in industrial/organizational psychology preferred along with demonstrated skills in the field. Teaching experience and a record of publication are necessary. Duties include coordination of a two-year master's degree program, teaching, arranging practice and supervising thesis work, developing and continuing a research program, and participating in department and university service.

Xavier is a Catholic institution in the Jesuit tradition with over 6500 students. Applicants should submit a letter describing their teaching experience, research interests and accomplishments, a curriculum vitae, any reprints, and three letters of reference (sent directly by the recommenders) to: **W. Michael Nelson III, Ph.D., Chairperson, Department of Psychology, Xavier University, 3800 Victory Parkway, Cincinnati, OH 45207-6511.** The final deadline for applications is Friday, January 14, 2000. Minorities are especially encouraged to apply. Xavier University is an equal opportunity employer. For more information, visit the Department of Psychology on Xavier's Web Site at www.xu.edu.

MEDINA & THOMPSON, INC., with offices in Chicago and Los Angeles, has a 33 year history of providing high-quality consulting services to organizations around the world. We provide services ranging from our specialty in individual management assessment and development to large-scale organizational change interventions.

We currently have an opportunity for a consultant. Qualified candidates will have an advanced degree (Ph.D. preferred) and a minimum of 3 years consulting or corporate experience. Compensation is performance-based.

Please forward resume to: **Paul A. Brand, Ph.D., President, Medina & Thompson, Inc., 10 S. Riverside Plaza, Suite 1240, Chicago, IL 60606.** Phone: 312-474-0650 fax: 312-474-0649 e-mail: mgmtpsych@aol.com

PSYCHOLOGIST/PROJECT MANAGER. Behavioral Health Concepts, Inc. (BHC) is in the process of recruiting and hiring a full-time psychologist/project manager. This person must have a Ph.D. in quantitative psychology, organizational psychology, research methods, measurement, or behavioral science. Experience in program evaluation, consulting, project management, or database management is desirable. This person must also have strong computer skills and experience in using various programs, including SPSS and SAS, Microsoft Access, Power Point, Word, and Excel. Strong interpersonal and writing skills will be important characteristics in the person selected.

BHC is a growing company that does consulting and contract program evaluation projects for governmental agencies and private industry. We are looking for a professional who will be committed to helping our company continue to grow and be successful. Starting salary is \$40,000. Bonuses and incentive pay will also be considered. Benefit package includes an excellent health insurance program, 401K plan, vacation/sick leave, allowances for conferences, etc. Anticipated start date is immediately.

Address all inquiries to: **Bill Holcomb, Ph.D., M.P.A., Behavioral Health Concepts, Inc., 2716 Forum Blvd., Suite 4, Columbia, MO 65203.** E-mail: bhcbill@aol.com. Phone: 573-446-0405 Fax: 573-446-1816

DIRECTOR—OFFICE OF ADMINISTRATION (EXECUTIVE SERVICES) ANNUAL SALARY: \$67,573-\$82,667. The Maryland Department of Transportation's State Highway Administration (SHA) is seeking an experienced professional to manage its Office of Administration. This position provides senior level leadership for the full range of administrative services (human resources, procurement, facilities management, operating services), in a continuous quality improvement and collective bargaining environment.

The ability to serve as a center of human resources and procurement expertise and to promote quality service to all customers in a complex, team-oriented environment is essential. The successful candidate will have a demonstrated history of facilitating change, enhancing overall operational results and labor relations experience. Exceptional communication and organizational skills, knowledge of continuous quality improvement principles and financial management experience are highly desirable. Maryland Transportation Service Human Resources System (TSHRS) exposure is a plus.

A Bachelor's degree in Human Resources, Business Administration, Public Administration or a related field, with a minimum of six years of professional experience, four of which must have been supervisory, is desired. Applicants may substitute additional years of professional experience on a year-for-year basis, for up to four years of the required education.

If interested, please call **Vicki Guy at 410-545-0020 (toll free: 888-204-0138)** to request a copy of the detailed flyer and application.

THE HAGBERG CONSULTING GROUP is a niche, high-end boutique firm specializing in executive development and culture change work at the senior level. We are located in the beautiful San Francisco Bay area, about half way between the city and Silicon Valley. Our firm, in business since 1984, has an outstanding reputation with senior leadership in both the high-tech and more traditional corporate communities. We have a strong assessment, research, and

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We are seeking a psychologist with strong business experience, comfort with quantitative data, and solid expertise in the areas of executive and management development to deliver our one-on-one executive development services to senior clients. Minimum requirements for the position include a Ph.D. in psychology or a related discipline, experience coaching and advising senior executives, and 5 years of applied business experience. Consulting experience is desirable.

Hagberg's working environment is collegial, team-oriented, and supportive. To apply, please send your resume to: **Arthur Resnikoff** at the **Hagberg Consulting Group, 950 Tower Lane, 7th Floor, Foster City, CA 94044** or **aresnikoff@hegnet.com. Fax: 650-377-0941. Phone: 650-377-0232**

NATIONAL COUNCIL OF STATE BOARDS OF NURSING, DIRECTOR OF TESTING SERVICES. National Council serves as a leader in nursing regulation by assisting member boards to act and counsel together on matters of common interest and concern affecting public health, safety, and welfare. This includes the development of national nurse licensing examinations (National Council Licensure Examinations for Registered and Practical / Vocational Nurses (NCLEX-RN and -PN), and National Nurse Aide Assessment Program (NNAAP)). The NCLEX program was one of the first large-scale licensure programs to implement computerized adaptive testing and is administered to over 170,000 nursing candidates each year, in 61 jurisdictions throughout the United States and its territories. The following position is available:

Director of Testing Services.

As leader of the testing department, position is responsible for direction of all activities related to the planning, development and administration of national nurse licensing examinations. The successful candidate will establish processes, methodologies and prioritize projects on an on-going basis. The position will also ensure quality testing services and integrity of testing programs. In addition, the position will analyze testing policies, practices and serve as liaison with vendors and external organizations.

Requirements: Ph.D., Psychometrics or related field; 5 years leadership experience in managing large scale testing programs. Excellent verbal, written skills, management, and customer service expertise is required.

National Council fosters a professional, team based work environment that offers outstanding benefits, compensation, and career growth. Visit our website at www.ncsbn.org. For immediate consideration, please send your resume, cover and salary requirements to: **Joseph Dudzik; DHR, National Council of State Boards of Nursing, Inc., 676 North St. Clair Street, Suite 550, Chicago, Illinois 60611, Fax: (312) 787-6898, E-mail: jobs@ncsbn.org.**

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We require a minimum of 5 years HR experience with a grounding in performance management, management development and/or organizational development. We strongly prefer experience in organizational development. This position requires highly developed skills in program design and evaluation, leadership theory, curriculum development, assessment methodology and tools, consulting and organizational diagnosis, management/leadership practices, HR systems and their affect on organizational behavior, data analysis, executive coaching techniques, business planning and strategy and project management. A Masters Degree is required and a Ph.D. in Industrial/Organizational Psychology is highly desirable.

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For consideration, please send your resume to: **E-mail: james.t.dixon@pmusa.com; Fax: 804-274-5974 ATTN: Jim Dixon; U.S. Mail: Philip Morris USA PO Box 26603, Richmond, VA 23261, ATTN: Jim Dixon OCAIW.**

Philip Morris USA is an Equal Opportunity/Affirmative Action Employer. We support diversity in our work force.

PROGRAM DEVELOPMENT ASSOCIATE. **ACT, Inc.**, a recognized leader, providing assessment and information services to education and business, is seeking a professional with expertise in training needs analysis and training evaluation. Associate will write research proposals and design data-collection instruments; conduct telephone interviews and focus groups; write evaluation reports; present recommendations about training program to corporate clients.

Requires a master's or doctorate in instructional design, I/O psychology, or related field; 2-3 years experience in corporate training field a plus.

ACT offers a competitive compensation including excellent benefits. To apply, send resume and cover letter to: **Human Resources Department, ACT**

National Office, 2201 N. Dodge St., P.O. Box 168, Iowa City, IA 52243-0168. For more information, visit our website, www.act.org.
ACT is an Equal Opportunity Employer

AMERICAN EXPRESS. Job Summary: In partnership with Vice President, develop and implement a worldwide executive development strategy with senior leaders, ensuring that the leadership talent required to drive business results and continued success is in place.

Responsibilities:

- Identifies organizational and executive competencies required to win in the marketplace across all business and functional areas.
- Conduct gap analyses to identify technical and leadership strengths and development needs at all executive levels.
- Creates implementation strategy to close critical gaps.
- Develops and deploys cost-effective, quality executive development programs and processes utilizing internal resources, external best practices, external vendors, university-based programs, etc.
- Manages relationships with key vendor representatives and other service providers.
- Integrates executive development strategy with American Express' business and HR strategies and processes to assure organizational alignment.
- Develops metrics to assess an ensure ROI of executive development programs/processes, tracks results and monitors progress to continuously improve programs and processes.
- Builds Talent Assessment tools to analyze turnover, retention, and tenure data and conducts diagnostic analysis to track progress in building leadership talent.

Qualifications: Creative, strategic problem-solving ability; demonstrated understanding of executive development strategies and practices; results-driven; ability to manage multiple priorities and meet deadlines in fast-paced environment; relationship builder with excellent consulting, communication, collaboration, and influence skills. Strong project, people, and vendor management skills. Ability to analyze and interpret data; create senior management presentations. Executive development experience required and formal education (Ph.D) strongly preferred.

Contact Information: Send resumes to, **Patrick Gallagher, Staffing Specialist, American Express, World Financial Center, New York, NY 10285-0203, Fax: 212-640-3893 Email: patrick.h.gallagher@aexp.com**

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Job Requirements: Experience as an OD practitioner in a mid- to large sized company for at least 3 years. Possess knowledge and can apply OD theories, processes, change management and organizational behavior. Familiar with or certified in Lominger products, PDI Profiler, and MBTI. Master's degree in Organizational Development, Organizational Behavior or related field is preferred.

E-mail your resume to allison_parker@providian.com, or mail to **Allison J. Parker, Providian Financial, 201 Mission St 13th Floor, San Francisco, CA 94105.** No phone calls.

UNIVERSITY OF WISCONSIN-MILWAUKEE, SCHOOL OF BUSINESS ADMINISTRATION. Manegold Professorship in Management. We are seeking an outstanding scholar for the Robert L. and Sally S. Manegold Professor of Management. This position is a named, full professor, tenure-track faculty position. Candidates wishing to be considered should be nationally recognized organizational scholars, as evidenced by a substantial number of publications in top-tier management-related journals and doctoral student training. Applicants should also have established a national service record, including editorial board experience and service to scholarly associations. Candidates will be expected to take a lead teaching role in doctoral education and preferably also in executive programs. Candidates must have an earned doctorate in a management-related discipline. Substantial research expertise is required in one or more of the following areas: human resource management, organizational theory, strategic management, industrial/organizational psychology, or organizational behavior. This position will begin in Fall 2000.

The University of Wisconsin-Milwaukee (UWM) is one of the two "doctoral cluster" campuses in the 13-campus University of Wisconsin System, and has a student enrollment of approximately 22,000. Additional information about the School of Business Administration is available at our Web site: <http://www.uwm.edu/Dept/Business/SBA/>.

Please send vita, samples of representative research, and three letters of reference postmarked no later than December 5, 1999 to: Co-Chairs, Search Committee: Professor Vincent L. Barker, Phone (414) 229-6524, E-mail: barker@uwm.edu, or Professor Belle Rose Ragins, Phone (414) 229-6823, E-mail: ragins@uwm.edu, School of Business Administration, University of Wisconsin-Milwaukee, P.O. Box 742, Milwaukee, WI 53201, Fax (414) 229-2371.

Both the University and the School are committed to increasing the diversity of the faculty, staff and student body and strengthening sensitivity throughout the institution. We take affirmative action to ensure equal opportunity. As part of this plan of action, the School is particularly interested in receiving applications from female and minority.

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- Supporting various client-related assignments through daily project management activities and creating project-related deliverables.
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- Participating in developing and marketing new products and services that support the firm's growth

Position Requirements:

- One to three years (Associate) or three to five years (Consultant) of human resources, or organizational research experience
- An advanced degree (Masters, ABD, Ph.D.) in I/O Psychology or related discipline
- Excellent interpersonal, communication, analytical and quantitative skills

- Experience with statistical packages (SPSS, SAS) and spreadsheet software (Excel, Lotus) preferred
- Ability to work in fast-paced, team-oriented environment, and manage multiple tasks at once

Towers Perrin offers a competitive compensation and benefits package and excellent opportunities for growth and development. Travel is usually limited to less than 50%. Please visit our website at www.towers.com for more information about Towers Perrin.

For consideration, please mail a resume and cover letter indicating this position to: **Marguerite Kunze, Ph.D., Central Region Measurement Practice Leader, Towers Perrin, 200 West Madison Street, Suite 3100, Chicago, IL 60606-3414, E-mail: kunzem@towers.com**

ADVERTISE IN TIP AND THE ANNUAL CONVENTION PROGRAM

The **Industrial-Organizational Psychologist (TIP)** is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. **TIP** is distributed four times a year to more than 3,000 Society members; the **Society's Annual Convention Program** is distributed in the spring to the same group. Members receiving both publications include academicians and professional-practitioners in the field. In addition, **TIP** is distributed to foreign affiliates, graduate students, leaders of APA and APS, and individual and institutional subscribers. Current circulation is 5,500 copies per issue.

Advertising may be purchased in **TIP** and the **Annual Convention Program** in units as large as two pages and as small as one-half page. "**Position Available**" ads can also be obtained in **TIP** at a charge of \$80.00 for less than 200 words, and \$95.00 for less than 300 words. These ads may be placed on our Web page at no additional charge. Please submit position available ads by e-mail or disk. For information or placement of ads, contact: **SIOP Administrative Office, 745 Haskins Rd., Suite D, P.O. Box 87, Bowling Green, OH 43402-0087, Lhake1@SIOP.bgsu.edu, (419) 353-0032.**

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